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AUTHOR Beckett, Ernest; Miller, Mary Bruce
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ABSTRACT

Course outlines, evaluation instruments, and background information to help teachers implement two legal education courses, one for junior and one for senior high school, are provided. The junior high course, "Youth and the Law," introduces basic legal terminology and criminal and civil processes, giving special attention to the concepts of authority and responsibility. The senior high course, "Criminal and Civil Law," also deals with the criminal and civil legal processes, but emphasizes the concepts of justice and privacy. Information provided for each course outline includes objectives; a course description; listings of instructional materials and educational television programs; and an implementation chart which outlines student objectives, skills, and attitudes with course content and instructional resources. Pre- and post-test evaluation instruments are included for each course. Also included in the guide are a rationale for the courses, the findings of a national evaluation project in law-related education, and discussions of six critical features of a properly implemented law education program and the capacity of legal education to reduce delinquency. (RM)

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LONG BEACH UNIFIED SCHOOL DISTRICT

Francis Laufenberg, Superintendent

GUIDE TO TEACHING AND TEACHER REFERENCE

FOR

YOUTH AND THE LAW

Junior High School Elective

and

CRIMINAL AND CIVIL LAW

Senior High School Elective

Prepared by

Ernest Beckett
Mary Bruce Miller

Under the Supervision of

Jack N. Hoar
Consultant, Social Studies

Edited and Published by

INSTRUCTION DEPARTMENT

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Worth Bellamy, Hamilton Junior High School
Tom Blackman, Lindbergh Junior High School
Pete Blagaich, Poly Senior High School
Bob Ciriello, Millikan Senior High School
Dick Daniels, Lakewood Senior High School
Linda Drummond, Wilson Senior High School
Robin Duncan, Newcomb School
Tom Dunphy, Lakewood Senior High School
Ed Gaede, Hill Junior High School
Ed Graham, Poly Senior High School
Robert Henderson, Hughes Junior High School
Norma Hill, Bancroft Junior High School
William Jensen, Marshall Junior High School
Jackie Kell, Hoover Junior High School
Adrian McGee, Jordan Senior High School
Mary Bruce Miller, Washington Junior High School
Tim Miltenberger, Franklin Junior High School
Julie Morris, Stephens Junior High School
Peter Morris, Marshall Junior High School
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Carolyn Pereira, Director Chicago Project, Constitutional Rights Foundation

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CITIZENSHIP/LAW-RELATED EDUCATION

HIGH SCHOOL COURSES

YOUTH AND THE LAW

(JUNIOR HIGH SCHOOL)

CRIMINAL AND CIVIL LAW

(SENIOR HIGH SCHOOL)

YOUTH AND THE LAW
and
CRIMINAL AND CIVIL LAW

COURSE RATIONALE AND INTRODUCTION

As a part of the educational philosophy of the Long Beach Unified School District it is stated that, "The schools should practice and teach fundamentals of democracy in order to instill in students an understanding and appreciation of the privileges and responsibilities of citizenship in a free country, build in them a capacity for self-discipline, and develop in them a willingness to participate as responsible citizens in an ever more complex world."

In addition, it is stated that, "The schools should help pupils to develop values that give them a sense of direction, that help them to make intelligent moral decisions, and that enable them individually to develop and follow a wholesome code of conduct."

The purpose of law-related education is to help to develop in young people an appreciation and understanding of their responsibilites as well as their rights. The Law-Related Education Evaluation Project defines law-related education in the following way:

> "Law-related education (LRE) is a program of instruction designed to provide students with conceptual as well as practical understanding of the law and legal processes and to equip them with knowledge of both their rights and responsibilities. Many LRE materials provide a foundation for improved citizenship skills, enhanced ability to work within the legal system to settle civil grievances and deal with criminal problems, reasoned understanding of the basis for rules, and favorable attitudes toward law enforcement and the justice system. The teaching strategies developed for use with these materials are designed to achieve several goals: To actively involve all young persons, including those who have difficulty becoming engaged in conventional classroom work; to expand avenues for demonstrating competence beyond those offered through traditional testing; and to create favorable settings for nonthreatening interaction between young persons and police, attorneys, and other justice personnel."

The goals of law-related education as outlined above are basically value oriented and as such are a major component of the History--Social Science Framework for California Public Schools. 1981 (pp. 7-9) The Framework defines "values goal" as follows:

> Value orientations are enmeshed in all social institutions and in all matters of public policy. Democracy must have a personal ethic to succeed. Restraints on individual behavior are necessary in a free society. People want both order and freedom. However, if the state establishes order, some freedom is lost. The exploration of values, therefore, is intimately connected with the development of a personal ethic, the examination of freedom and order, and the exploration of diversity.

To understand and accept others, one must first understand and accept oneself. Conversely, one can only understand oneself by viewing and understanding others in diverse settings. In that sense, a basic part of any values goal must be an understanding of the similarities and differences that exist among peoples of the world. Value orientations also are determinants in matters of social participation. History--social science education, kindergarten through grade twelve, therefore, cannot and should not try to evade questions of value.

The history--social science curriculum, K-12, should be most particularly and most explicitly concerned with those substantive values which form the common core of American citizenship. At all grade levels and subjects, and in accordance with the developmental capabilities of students, the curriculum should focus on the basic values and principles which undergird our democratic, constitutional order.

Drawing on ideas suggested by the motto to which the United States long has subscribed, e pluribus unum, one of America's respected scholars, R. Freeman Butts, has classified those values or principles into two general types:

1. Those which seem primarily to promote desirable cohesive and unifying elements in a democratic political community, or the unum values.

   o Justice
   o Equality
   o Truth
   o Authority
   o Responsibility
   o Participation
   o Respect for persons and property
   o Personal obligation for the public good

2. Those which seem primarily to promote desirable pluralistic and individualistic elements in a democratic political community, or the pluribus values. Among them are these:

   o Diversity
   o Privacy
   o Freedom
   o Due process
   o Human rights

There is a continuing tension, sometimes overt conflict, between the values of unum and the values of pluribus. Even so, American democracy historically and presently is committed to honoring and promoting both. Balancing those competing but complementary value claims is essential to the health and vitality of our democracy in society. Balancing those value claims, however, has not proved to be an easy task. The values of unum sometimes are distorted or corrupted into such things as: "majoritarianism," chauvinism, insistence on sameness or conformity, and cries of "law and order" without sufficient regard for justice and due process. The values of pluribus sometimes are distorted or corrupted

into such things as: anarchy, privatism, self-centeredness, special interest groups which disregard the interests of others or the good of the whole, cultural imperialism, and allegations of being "soft on criminals."

It is essential that students at all grade levels have opportunities to encounter both the cohesive, unifying unum values and the pluralistic, individualistic pluribus values to which our democratic constitutional society is committed. It also is important that students have opportunities to learn about the distortions or corruptions to which those values or principles sometimes have been subjected so that as citizens they will have the knowledge, the will, and skills with which to prevent such recurrences.

In addition to explicit concern with the basic civic values and principles, the history--social science education program, K-12, should provide students with opportunities to understand value positions taken by individuals, both of others and themselves. Students need, therefore, to have opportunities to:

- o Appreciate our American heritage and the rights and privileges guaranteed by the United States Constitution.
- o Recognize individuals, groups, societies, and nations as interdependent members of large social environments.
- o Understand their similarities and differences in order to respect the rights of individuals with varying abilities from all social classes, races, religions, age groups, and both sexes.
- o Appreciate the various ways and means used by people to resolve problems and issues.
- o Examine controversial public issues openly in the classroom, using the most rigorous intellectual standards in investigating, presenting, interpreting, and discussing facts and ideas relevant to the issue under study.
- o Examine critically their own value positions and the value positions held by others.

Background Information

Law-related education was introduced into the Long Beach Unified School District curriculum in the early 1970's. Since that time six courses have been developed --two at the junior high school level and four at the senior high school level. The following courses were developed: Youth and the Law, Civil Rights and Responsibilities, Student and the Law, Introduction to Law Enforcement, Criminal Law and Courtroom Procedure, and Constitutional Rights and Responsibilities. During the 1980-81 school year, the junior and senior high school department heads were asked to submit recommendations concerning the consolidation of the several law-related education courses into two courses: one at the junior high school level and one at the senior high school level. In May of 1981, a law-related education meeting was held to decide upon the topics to be included in the two courses. Subsequently, a three-day staff development workshop was held

in which committee members were introduced to law-related topics. Then appropriate topics were selected for inclusion in this guide. A follow-up workshop was held to refine the proposed course and to select related materials for staff development. Members of the committee have presented these materials and plans to department heads and staff and others for critical review and suggestions. This process included additional committee meetings to finalize draft materials for submission to appropriate administrators and curriculum committees. Instructional materials have been selected for these proposed courses in accordance with standard textbook evaluation/adoption procedures. Staff development and course implementation began in the spring semester, 1981-82 school year.

> SPECIAL NOTE: This guide describes law-related education courses at the high school level only. Law-related education is also included in the elementary social studies program as well as in other high school courses. Questions regarding the scope and sequence of law-related education in the total Long Beach Unified School District social studies curriculum should be directed to the Office of the Consultant, Social Studies.

Program Description

The secondary law-related education program in the Long Beach Unified School District is composed of two elective courses: Youth and the Law is a junior high school elective which may be taken during the eighth or ninth grade. Criminal and Civil Law is a senior high school elective which may be taken during the tenth, eleventh, or twelfth grade and can be used to satisfy five units of social studies credit required for graduation.

Certain law-related education goals are appropriate for both courses. Other goals will be focused on by one or the other course. It is anticipated that students who elect to take both courses will master more fully all of the law-related education goals. Valuable goals, however, can be attained by taking one or the other course.

Each course includes a study of selected concepts which are fundamental to the American legal system. In addition, specific data related to "legal literacy" are included in each course. Therefore, these courses have been designed to balance philosophy and practicality--concepts and "black-letter" law. Students thus learn what the law is and develop skills needed to participate in decision making related to what the law should be.

The goals of the Long Beach courses are consistent with the learning outcomes identified by Charlotte C. Anderson in an article published in the May 1980 issue of Social Education (National Council for the Social Studies) entitled, "Promoting Responsible Citizenship through Elementary Law-Related Education." These learning outcomes are shown below:

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

CRITICAL LEARNING OUTCOME CONTINUUMS IN LAW-RELATED EDUCATION

Students moved away from:		Students moved toward:
perceiving law as restrictive, punitive, immutable, and beyond the control and understanding of the people affected	----->	perceiving law as promotive, facilitative, comprehensible, and alterable
perceiving people as powerless before the law and other socio-civic institutions	----->	perceiving people as having potential to control and contribute to the social order
perceiving issues of right and wrong as incomprehensible to ordinary people	----->	perceiving right and wrong as issues all citizens can and should address
perceiving social issues as unproblematic	----->	perceiving the dilemmas inherent in social issues
being impulsive decision-makers and problem solvers who make unreflective commitments	----->	being reflective decision-makers and problem-solvers who make grounded commitments
being inarticulate about commitments made or positions taken	----->	being able to give reasoned explanations about commitments made and positions taken
being unable to manage conflict in other than a coercive or destructive manner	----->	being socially responsible conflict managers
being uncritically defiant of authority	----->	being critically responsive to legitimate authority
being uncritically responsible to authority	----->	being critically defiant of illegitimate authority
being illiterate about legal issues and the legal system	----->	being knowledgeable about law, the legal system, and related issues
being egocentric, self-centered and indifferent to others	----->	being empathetic, socially responsible and considerate of others
being morally immature in responding to ethical problems	----->	being able to make mature judgments in dealing with ethical and moral problems

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

LONG BEACH LAW-RELATED EDUCATION

COURSE GOALS

YOUTH AND THE LAW <-------> GOALS APPROPRIATE FOR BOTH COURSES <-----> CRIMINAL AND CIVIL LAW

Goals

- This course will increase the students' awareness of the importance of responsibility
- This course will enable students to develop an understanding of the basis, development, necessity, and limitations of authority.
- This course will allow students to examine the basic components of the American legal system and the relationship of these components to their lives.

- These courses will enable students to develop and practice a variety of intellectual and work-study skills appropriate to law-related education.
- These courses will enable students to develop a basic understanding of what it means to be a citizen of a democractic society and to acquire knowledge about the foundations of the American legal system.
- These courses will enable students to understand and appreciate the American legal system upon which they can develop their own value systems.
- These courses will encourage students "to citizen" as individuals and members of groups which is incumbent upon members of a democratic society (social-political participation).
- These course will permit students to apply analytic decision-making skills to selected issues and concepts.

Goals

- This course will introduce students to the foundations and development of the American legal system.
- This course will increase the students' understanding of the relevance of the subject of justice to their daily lives; to common issues in their communities, state, nation and world; and to parts of the Constitution of the United States.
- This course will increase the students' understanding of privacy and develop their recognition of the costs and benefits and scope and limits of privacy.

LAW-RELATED EDUCATION: A NATIONAL EVALUATION PROJECT

OVERVIEW AND FINDINGS

Findings of a multi-year study show that law-related education can reduce juvenile delinquency and youth crime. The recent study of the effects of law-related education in high school classrooms across the nation has demonstrated that, when taught according to prescribed principles, law-related education results in a significant reduction in student participation in delinquent activities. The study, conducted with the support of the Office of Juvenile Justice and Delinquency Prevention during the spring of 1981, involved students located in both metropolitan and non-metropolitan areas.

Law-related education is designed to foster among elementary and secondary students civic competence, civic responsibility, and an understanding of and commitment to the fundamental principles, processes, and values essential to the preservation and improvement of our free society. It is not an attempt to impose a particular curriculum on the schools, nor is it a means of teaching people to become lawyers. It does provide diverse, proven, and practical approaches useful in the reform and revitalization of civic education programs in our nation's schools. Law-related education also promotes a "legal literacy" which helps students avoid legal problems and deal more responsibly and effectively with such problems when they do arise.

In successfully conducted classes, a number of features of law-related education appeared to account for its capacity to reduce delinquency. These included:

- the use of classroom practices which involved a relatively high degree of student participation in such activities as case studies, mock trials, moot courts, and other institutionalized means of conflict management and decision-making.

- the support of faculty and administrative personnel for the use of the innovative teaching and learning practices law-related education involves.

- the participation of law enforcement officers and other members of the system of justice in the instruction of students through communication to students of their efforts in the equitable application of the law and the difficulties they encounter.

- the high interest of students in learning about the practical application of the law, the Constitution, and the system of justice.

- the capacity for large numbers of students in each class to participate and excel in law-related education in which practical understanding and competence are stressed.

The study revealed that students in the classes where law-related education was properly implemented:

- decreased their acceptance of the use of violence to solve problems;

- decreased their dependence on maintaining relationships with others who engage in delinquency behavior;

- reported a decrease in the degree to which they felt their parents viewed them in a negative manner.

The study also revealed positive trends with regard to additional factors known to be associated with delinquency. These included:

- a decrease in feelings of isolation from teachers;

- a decrease in the degree to which they felt teachers viewed them in a negative manner;

- a decrease in the degree to which they felt other students viewed them in a negative manner;

- a reduction in the frustration they felt between the goals they wished to achieve and their perceptions of their abilities to achieve those goals.

In addition, it was found that increased knowledge of the law, the Constitution, and the legal system was directly related to reductions in delinquency.

Of particular interest and importance is that the data indicate that the favorable impact of law-related education instruction extends to students at all ability levels in the classroom as well as to young persons whose pre-existing levels of delinquent behavior ranged from slight to substantial. Even those displaying evidence of becoming violent "career delinquents" showed improvement from their exposure to law-related education.

These findings confirmed the belief expressed by more than 2,000 professionals surveyed in 1980 and 1981 that law-related education can improve the behavior of young persons. In both years, a substantial national majority of elementary and secondary school principals, chief state school officers, juvenile and family court judges, state juvenile justice specialists, and members of the National Council for the Social Studies not only expressed the view that law-related education was beneficial but offered to work to support its implementation.

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

This study was part off an evaluation of grants from the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice to six national law-related education organizations:

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The Children's Legal Rights Information and Training Center, Roberta Gottesman, Director

The Constitutional Rights Foundation, Vivian Monroe, Executive Director

Law in a Free Society, Charles N. Quigley, Executive Director

The National Institute for Citizen Education in the Law, Jason Newman and Edward O'Brien, Co-Directors

Phi Alpha Delta Law Fraternity International, Robert Redding, Director of Law-Related Education Projects.

The classes evaluated used curriculum materials developed by the Constitutional Rights Foundation, Law in a Free Society, and the National Institute for Citizen Education in the Law.

SIX CRITICAL FEATURES OF PROPERLY IMPLEMENTED LRE WHICH ENHANCE ITS POTENTIAL FOR IMPROVING STUDENT BEHAVIOR

NOTE: Law-related education programs in the Long Beach Unified School District take into account the findings of the evaluation study and insofar as possible program implementation follows the positive directions which have been identified and which are described below.

1. Judicious selection and presentation of illustrative case and other materials

The use of case studies and the analysis of other materials, such as hypothetical situations, are valuable in fostering the objectives of LRE, but the choice of examples should be made judiciously. On the one hand, the cases presented should not consistently and unrealistically depict the legal system as flawless and thus jeopardize the instructor's credibility; on the other, the illustrations should not be overwhelmingly negative (e.g., by emphasizing the authorities' disregard for citizen's rights) and thus undermine belief in the system. A balance should be achieved. Moreover, use of any study as an exercise in analysis should be preceded by giving students a firm grounding in the principles involved and the facts of the case. Forcing discussion or role playing before students have been given adequate background not only impedes knowledge gain but robs the activity of its potential for favorably affecting peer relationships or generating empathy with authorities.

2. Use of teaching strategies that foster true interaction and joint work among students

"The strategies recommended for delivering LRE content emphasize high levels of participation by students. When accompanied by suitable groundwork, they succeed in building student interest and facilitating learning. Some of the strategies bear directly on behavioral improvement by engaging students ordinarily at a disadvantage with respect to traditional academic skills. Some also appear capable of producing shifts in friendship choices away from peers who support socially disapproved behavior."

3. Adequate preparation and proper use of outside resource persons such as community professionals and law students

Interaction between LRE students and community persons working in law enforcement and other areas of the legal and political systems can bring to life the issues studied in class. Students learn to appreciate the dilemmas such practitioners--particularly law enforcement officers--face in their work, and can get to know them as people, rather than as symbols of trouble or oppression. The change in image may be reciprocal; in some cases, students and outside resource persons have reported dramatic improvement in their views of each other.

However, simply bringing police, attorneys, judges or law students into the classroom does not guarantee that these benefits will materialize. Presentations on career opportunities in law or law enforcement, "Officer Friendly" lectures, or standard court tours may engage student interest, but are not likely to have the effect of improving student behavior. Resource persons must understand that their task goes beyond delivering information; they should be prepared to interact with students, relate what they have to say to the course content, and use teaching strategies suited to the grade level involved and the objective of delinquency prevention. They are not experienced educators; they require training and advance planning with the teacher to prepare for meeting with students.

4. Provision of a sufficient quantity of instruction

Although a short segment of LRE should result in knowledge gain and may influence behavior, measurable behavioral impact is not likely. It is recommended that an LRE class cover all or a significant portion of a semester and that the curriculum presented be coherent, rather than made up of peripherally related items drawn from many sources.

5. The availability and use by teachers of professional peer support

"Teachers called upon to be innovative in the midst of others pursuing a more conventional course are likely to require uncommon support from their peers. Even the most thorough LRE training cannot prepare a teacher for every problem that may arise, nor can it generate undying fervor. A desirable source of ongoing aid and support is a group of colleagues, preferably including persons in the same building, who also teach LRE. Besides diminishing an individual instructor's sense of isolation, involving more than one teacher in the program will contribute to an understanding among those teaching other subjects of the strategies and objectives of LRE. Their awareness can reduce the chance that these other teachers will resent the occasional 'commotion' emanating from the LRE classroom and react negatively to students who have difficulty reentering a more subdued class."

6. The active involvement of building administrators

The involvement of administrators, particularly those having direct responsibility for instruction and teacher evaluation, helps to reduce the gap between school governance policies and the teachings about justice in the LRE classroom; too great a contrast may undermine students' belief in the moral validity of behavioral rules and their attachment to school personnel. An understanding by administrators of the mechanisms by which LRE can favorably influence behavior can reduce recruitment practices that load a class with problem students and thus reduce its prospects for positively affecting peer relationships and labeling practices. Involved administrators are more likely to give LRE teachers latitude to use innovative teaching strategies and to give active support to the use of outside resource persons. Their involvement can also reduce their skepticism when an LRE

class has visible leveling effects, for example, in the form of unusually high grades earned by students with reputations for poor school performance. Finally, involved administrators can create structures to facilitate professional peer support for teachers.

(Adapted from: Law-Related Education Evaluation Project Final Report (Draft), Phase II, Year I, December 1981)

THE CAPACITY OF LAW-RELATED EDUCATION TO REDUCE DELINQUENCY

Introduction

"What is there in delinquency prevention theory that would lead one to believe that law-related education can be used to reduce delinquent behavior?"

Law-related education is primarily a component of civic education. As such, the predominant thrust of most LRE programs is toward the goals and objectives of civics, that is, the development of civic competence and civic responsibility. The goals and objectives of LRE have not historically been, nor are they now, focused primarily on delinquency prevention. However, it makes sense that an educational program that is designed to foster civic competence and civic responsibility, to the degree that it is effective, should have a positive effect on the behavior of all youth including those prone to delinquency.

Practitioners working in the field of LRE over the past seventeen to twenty years are convinced that it can be used effectively to foster civic competence and responsibility. They have also been convinced for some time that many of those characteristics of law-related education that make it effective in fostering these primary goals also account for its potential for delinquency prevention. Now, recent developments in delinquency prevention theory and research have validated these convictions.

It is important, in focusing on the use of LRE in delinquency prevention, to maintain the integrity and predominant civic education thrust of its programs. This requires, for example, continued open inquiry and debate regarding our legal and political systems and the avoidance of indoctrination which our philosophy of education prohibits and our experiences have revealed are counterproductive.

Funding for law-related education programs have been made available by the National Institute for Juvenile Justice and Delinquency Prevention, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice under the Juvenile Justice and Delinquency Prevention Act of 1974, as amended. One objective of NIJJDP's law-related education programs is to prevent delinquent behavior. The National Law-Related Education Evaluation Project focused on determining whether and under what conditions a course emphasizing the role of law and the justice system and the complex of concepts underlying both could be expected to produce measurable effects on the behavior of students as citizens. This research was guided by several different kinds of theory and previous research, including studies of educational development, delinquency causation, and complex organizations. The prime assumptions about delinquency prevention used in this study come from social control theory.

Why should a theory of delinquency causation be included in testing the impact of citizenship education? The answer is that law-abiding and delinquent behavior are positive and negative indicators of citizenship. The causes of both kinds of behavior are thus relevant. Law-related education directs student attention to the reasons law is created, how the law operates through the civil and criminal justice system, how difficult yet important it is to attain justice under law. In short, LRE deals with the ethical, normative fabric that holds

communities together. The research shows that knowledge gain and skill acquisition in this arena affect directly the student's adherence to the law--a small but statistically significant effect. Of greater importance, but linked to the interest youth display for the content of LRE, is the use of teaching strategies which appear to facilitate attachment and commitment of students to the law and to education. In classes where instructional strategies and techniques were used systematically as prescribed, reduction in delinquent behavior (compared to control classes) occurred.

The findings from this research suggest that sound educational development as understood by educators and delinquency prevention as understood by criminologists go hand in hand. What is done in the classroom that achieves the one, attains the other. Conversely, failure on either count usually produces failure on the other.

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

RELATIONSHIP OF LAW-RELATED EDUCATION TO DELINQUENCY PREVENTION

Several contemporary explanations of delinquency offer a theoretical basis to support the hypothesis that law-related education programs, when properly implemented, can prevent delinquent behavior.

Social control theory, strain theory, and labeling theory identify at least six behavior-related factors that appear subject to favorable change as a result of LRE instruction. These factors are: 1) commitment, 2) attachment, 3) involvement, 4) belief in the moral validity of social rules, 5) positive labeling, and 6) equality of opportunity. Research in the last two decades has confirmed that the relationships between these factors and behavior are strong and significant. Each of the factors is associated with nondelinquent behavior. A seventh behavior-related factor--association with nondelinquent peers--is affected by the first six and also may be affected directly by the use of certain teaching strategies in an LRE classroom.

According to social control theory (Hirschi, 1969), most people stay out of trouble most of the time because they are bonded to society's norms through their affiliations at home, school, workplace, and church. So long as at least one of these ties remains strong and rewarding, an individual has a compelling incentive to engage in socially approved behavior. For most young persons, the chief sources of support for proper conduct are home and school. Those who see little reason to value either of these affiliations are likely to turn to their peers for approval. Among peers who share a sense of alienation from home and school, some of the bonding that usually occurs is to norms that reward violations of rules. The path for achieving satisfaction and a sense of legitimacy in the adult-dominated spheres of family and school is consistent proper conduct, while that of the youth-dominated sphere of peer relationships often includes delinquent behavior.

Hirschi described four control processes through which conformity is maintained. The first is commitment, a valued stake in conventional activities that could be lost as a result of rule-breaking. This stake may include not only an immediate desirable position, but also a realistic promise of status in the near future. A second control process is attachment to other people. To violate a norm is to violate the wishes and expectations of others; a low level of attachment makes violations more likely. A third process is involvement, a person's present investment of time and energy in certain conventional activities. The fourth control process is belief in the moral validity of social rules. Affecting this belief are the individual's views of the degree of fairness and equity in the justice system and--at least among youth--level of respect for the police. In a study of youth in northern California, Hirschi found lack of respect for the police to be associated with both lack of respect for the law and delinquent behavior, even among youth who had never had contact with the police. The finding of a relationship between negative attitudes toward the police and delinquent behavior was not surprising; it had been found repeatedly in prior research. However, while some researchers had taken this finding to indicate that delinquents are more likely to have had unpleasant encounters with the police,

Hirschi's evidence indicates that lack of respect can occur independently of such contacts and be affected by the image projected by representatives of law enforcement and, presumably, of the broader juvenile justice system. Manifestations of belief in the moral validity of social rules include a view of deviance and personal violence as unsuitable forms of behavior and rejection of rationalizations for socially disapproved behavior.

Strain theory (Merton, 1938; Cloward and Ohlin, 1960) posits that in our society the same goals tend to be held out to everyone as desirable. This becomes a problem because legitimate avenues for achieving those goals are not open equally to all. The combination of equality of goals and inequality of opportunity regularly makes it impossible for some segments of the population to play by the rules and still get what everybody wants. As a consequence, some people turn to illegitimate means to achieve the goals. Others may reject both the goals and the means and retreat socially, either by removing themselves physically, or by using alcohol and drugs. For young persons, these responses are called "delinquency." The principal preventive measure implied by this theory is greater equality of opportunity.

Labeling theory (Becker, 1963) describes how attaching negative or derogatory descriptions to persons affects their situation and their behavior. Some persons, by virtue of race, class, or previous academic rating, may be particularly subject to such labeling. The general process is that negative assessments of acts (Johnny or Janey broke a window) become negative descriptions of persons (Janey or Johnny is a delinquent). Others begin to react to the label as much as to the actual behavior of the person labeled. Trouble is expected, productivity is not, and the opportunities for bonding to conventional activities and actors are diminished. Likely outcomes are that the labeled person will behave in accordance with the label, and accept the label as a self-image. The probability of delinquent behavior is increased. The reverse is true when positive labels are attached to persons and opportunities are not restricted.

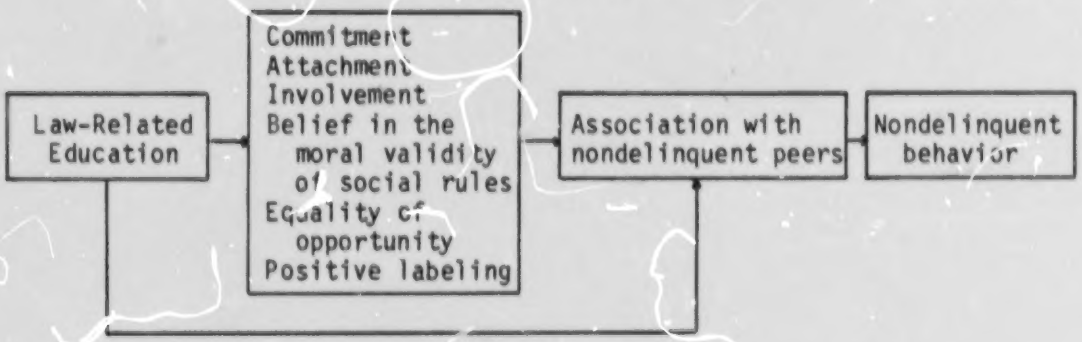
Research in the past ten years challenges the assumption that the most damaging labels are those conferred by the justice system. The most serious consequences appear to occur when negative labels are introduced into a setting that has ongoing salience to the person labeled and in such a way that opportunities in that setting are restricted. Spreading favorable news about young persons to encourage positive labeling by parents, teachers, and others with whom youth come into contact is a way to expand opportunities for youth to engage in rewarding conventional behavior.

Compared with other parts of the school curriculum, LRE appears uncommonly suited to affecting favorably all six of the behavior-related factors just described. In terms of commitment, students report valuing LRE more highly than most other classes. LRE offers occasions for building attachment, not only to representatives of the school, but to law enforcement and justice personnel as well. Because the subject matter connects especially well to the world outside the school and makes students enthusiastic participants in a useful learning experience, LRE increases involvement in conventional activities. By conveying an understanding of the basis and necessity for rules and principles embodied in the justice system, LRE instruction creates a foundation for heightened belief in the moral validity of social rules.

Recommended LRE teaching strategies are designed in part to offer all students opportunities to participate actively and excel; a consequence is greater equality of opportunity than is present in most classrooms. LRE provides a setting conducive to positive labeling of students; after their exposure to students in an LRE classroom, teachers, police, and justice personnel report viewing and reacting to these young persons more favorably. According to the theoretical perspective outlined here, favorable changes in these six dimensions should increase the probability of association with nondelinquent (rather than delinquent) peers and in turn reduce the likelihood of delinquent behavior. In addition, some of the recommended strategies feature cooperative tasks that appear capable of affecting friendship choices directly.

The diagram below displays the basis for expecting LRE to reduce delinquent behavior.

Links Between LRE and Behavior



In brief, LRE holds high potential for improving students' behavior. Evaluation findings show that an appropriate combination of LRE content and strategies can realize this potential. The findings also reveal that the absence of critical features in an LRE program can result in no measurable effect or can produce a worsening of students' behavior. This unfortunate consequence occurred even in some classes that did quite well in increasing students' knowledge of the law. Clearly, realizing LRE's potential to affect behavior favorably requires considerable care and awareness of the links between LRE and behavior.

NOTE: The evaluation findings described above were adapted from the Law-Related Education Evaluation Project Final Report and materials written by Mary Jane Turner, Social Science Education Consultant; Robert M. Hunter and Grant Johnson, Center for Action Research; and Charles N. Quigley, Center for Civic Education/Law in a Free Society.

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

TEACHER RESOURCES

The implementation chart included in this guide for each law-related education course specifies student objectives to be met and skills and attitudes to be developed. A course content outline and time allotment are other components of the chart. The outline is intended as a teacher reference and is not intended for student use. Obviously, some sections of the content outline will receive more attention in classroom instruction than others. Note that while specified time allotments are suggested, some flexibility will always be possible. However, it is essential for each teacher to cover the entire outline in order to complete adequately the course goals.

It will be noted that certain "intellectual tools" (procedures) are included in the course content outline. The term "intellectual tools" as used by the Law in a Free Society project refers to a wide variety of such things as ideas, observations about human nature and government, and sets of questions useful in examining and making decisions about legal problems in society. They are tools of the mind that, like any well developed and refined tool, can be useful in a number of ways. Students' use of these tools should help them gain a greater understanding of the concepts and a greater ability to deal with problems effectively when they arise in their daily lives.

The need for and usefulness of various intellectual tools in dealing with legal problems may be made more clear by first looking at how intellectual tools are used in other areas of study. For example, an archaeologist walking across a hillside looking for signs of an ancient Indian village site carries in his or her mind a specialized body of knowledge and skills, including facts, ideas, hypotheses, and questions, that enables that scientist to see and understand things that an untrained person is not as likely to see or understand. While the average person might walk right over the remains of a village site and not notice that thousands of Indians had once lived there, the trained archaeologist is likely to spot the telltale signs of human habitation, locate the site, and explore it in a systematic way to gather and develop an understanding of whatever information is available there.

It is the same with persons trained in the use of the intellectual tools of other fields and sciences. In each, the trained person may have an advantage over the untrained person in understanding certain things, accomplishing certain objectives, or in reaching informed decisions related to the field of his or her training. This is true whether one is talking about a skilled carpenter, a television repairperson, a political scientist, a judge, an archaeologist, or others.

Just as in other areas of study, legal concepts require the use of a specialized set of intellectual tools for understanding and for dealing with issues commonly raised by these legal concepts in society. Some of the intellectual tools found useful in dealing with the subject over the past 2000 years have been selected for use in these courses.

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

Every attempt has been made in these materials to treat legal concepts as clearly and simply as possible. However, due to the often complicated nature of these concepts and issues they raise, it has sometimes been necessary to use common words in specialized and unusual ways to introduce a wide range of intellectual tools.

Both the junior and senior high school law-related education courses allow teachers to incorporate critical features characterizing properly implemented LRE which, as noted in the evaluation findings, enhance the potential for improving student behavior. Three of these critical features are specifically noted in the outline. They are indicated in the following manner:

* Lesson and/or content which allow for judicious selection and presentation of illustrative case and other materials.

** Lesson and/or content which uses teaching strategies that foster true interaction and joint work among students. (It should be noted that research indicates that student groups should include no more than three to five students if the objective of true interaction and involvement is to be attained.)

*** Lesson and/or content which call for uses of adequately prepared outside resource persons.

The critical features noted above may be implemented again and again in these courses. Only selected and sample opportunities for implementing these critical features have been noted on the chart. Teachers are urged to make additional notations in this guide as they identify other appropriate opportunities to incorporate the critical features in the instructional program.

The final section of the course outline chart provides a listing of instructional resources useful for teaching the course. Other approved materials are listed on a separate page. Homework is an essential component in all social studies courses. Law-related education courses provide many opportunities for homework assignments which will help students master knowledge and skill objectives as outlined in this guide. The basic textbooks and related teacher guides as well as other instructional materials provide suggestions for appropriate homework assignments.

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

SPECIAL ENRICHMENT ACTIVITIES AND USE OF RESOURCE PERSONS

Several special enrichment activities have been developed to extend the learnings included in each law-related education course. These programs are briefly described below. Consult the Social Studies Consultant for specific information regarding these programs.

Mock Trial Competition

State-wide mock trial competition is planned and conducted annually by the Constitutional Rights Foundation. A different case is selected each year. Entire classes can participate in the selection and preparation of a team to compete. Preparation for mock trial competition can be integrated into the regular curriculum.

Moot Court Competition

The Long Beach Bar Association annually sponsors the Harry J. Simon Memorial Moot Court Competition as an integral component of the observance of Law Day. A moot court is a fictitious court of appeals in which students argue by political cases. Like mock trial competition, moot court preparation can involve the entire class and be integrated into the regular curriculum.

Lawyer Educator Partnership Program

The Lawyer-Educator Partnership Program is a concept developed by the Juvenile Justice Office of the Phi Alpha Delta Law Fraternity, International with a grant from the Office of Juvenile Justice and Delinquency Prevention, Department of Justice. Phi Alpha Delta's belief is that, "Although schools are now teaching about law throughout the country, most LRE programs still do not include an essential ingredient to an understanding of our legal system--the human dimension. It is a dimension that is not contained in even the best texts or taught by the best teachers. It can only be provided by lawyers and other members of the justice system who personally and directly share their perspectives in the classroom. It is this critical human interaction among attorneys, educators, and students that is needed to round out a complete LRE program."

YOUTH AND LAW/CRIMINAL AND CIVIL LAW

Lawyers and other members of the justice system have always been involved in the law/citizenship education programs of the Long Beach Unified School District. A grant from Phi Alpha Delta has made it possible to extend this relationship in a specific way. The approach of the current Long Beach program calls for teachers and lawwyers to work as curriculum development teams to write specific lesson plans which can be an integral part of the educational experiences students have in law/citizenship education units and/or classes. The resulting lesson plans provide directions for both the classroom teacher and the lawyer-teacher who will share the responsibility of teaching a lesson. These formalized lessons make it possible for students in different schools to have the same curricular experience. The lesson plans serve as a training vehicle for teachers and lawyers who were not a part of the lesson plan writing team but wish to include a lawyer-educator dimension to their instructional program or participate as a lawyer-teacher.

Lesson plan topics currently available for Youth and the Law and Criminal and Civil Law classes are listed below with the names of those who developed the plans. Additional lesson plans can be developed according to the same model subject to the availability of funding.

Youth and the Law

Lesson: Sentencing in Juvenile Cases
Teachers: Robin Duncan, Newcomb School
Jackie Kell, Hoover Junior High School
Lawyer: Marc Rothenberg

Criminal and Civil Law

Lesson: Custody--How are Custody Disputes Resolved?
Teachers: Pete Blagaich, Poly High School
Karla Taylor, Wilson High School
Lawyers: John Blumberg
Richard Brover

Outside Resource Persons

Speakers from the Bar Association, the Long Beach Police Department, and other law/justice agencies enrich classroom learnings.

Use of outside resource persons in law-related education classes is strongly associated with increased student attachment to teacher and school and can result in shifts from delinquent to nondelinquent peer associations.

The following specific recommendations for realizing maximum benefit from the use of outside resource persons should be considered as instructional plans are developed:

- Topics covered by outside resource persons should be relevant to the rest of the course and properly timed for a good fit with the sequence of material presented.

- The principal mode of visitors' in-class activity should be interaction with the students as opposed to a lecture or an unplanned question and answer period.

- Visitors should receive advance preparation not only in fitting their content into the course as a whole, but in effective interactive teaching strategies--specifically, in techniques for reaching the whole class, not just a handful of particularly receptive students.

- In advance of a visit by an outside resource person, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having each student come in with a list of questions for possible use on the day of the visit).

- Visitors should present a balanced picture of the part of the system they know best, neither claiming infallibility nor unduly emphasizing "horror stories."

Arrangements for class speakers should be made in accordance with established LBUSD procedures. Teachers should consult with site administrators to make arrangements. The Social Studies Consultant is available to help identify appropriate resource persons.

YOUTH AND THE LAW

COURSE OUTLINE

INSTRUCTIONAL RESOURCES

IMPLEMENTATION CHART

long beach unified school district

Instruction Department
OFFICE OF CURRICULUM SERVICES

JUNIOR HIGH SCHOOLS
COURSE OUTLINE

DEPARTMENT: SOCIAL STUDIES

COURSE TITLE AND NUMBER: YOUTH AND THE LAW

COURSE CODE: _____ TITLE ABBREVIATION: YTH and LAW 8/9

LENGTH OF COURSE: 1 Semester PERIODS PER WEEK: 5

CREDITS PER SEMESTER: 5 REQUIRED _____ OR ELECTIVE X

GRADE LEVEL(S): 8-9

PREREQUISITES: None

GOALS: (Student needs the course is intended to meet)

1. This course will increase the students' awareness of the importance of responsibility in their own lives and in society in general.
2. This course will enable students to develop an understanding of the basis, development, necessity and limitations of authority.
3. This course will allow students to examine the basic components of the American legal system and the relationship of these components to their lives.
4. This course will permit students to apply analytic decision-making skills to selected issues and concepts.

PERFORMANCE OBJECTIVES

The students will be able to

- o describe the foundations of law and examine in detail the American legal system.
- o define and recognize the concept of authority.
- o define and/or identify basic legal terms.
- o identify and describe situations in which responsibility is a factor and analyze the costs and benefits.
- o analyze, apply, and determine a position on a given legal issue.

BRIEF NARRATIVE DESCRIPTION OF COURSE

This course is designed to introduce students to the American legal system. Included will be basic legal terminology and criminal and civil processes. Special attention will be given to the concepts of authority and responsibility and the relation of each to society and to the student's own life. Finally, the students will use data and skills developed during the course to determine, take, and defend reasoned positions on landmark cases and contemporary or possible future legal issues.

METHODS AND MATERIALS USED IN TEACHING THE COURSE

Reading assignments
Class discussion
Case study analysis (briefs)
Classifying legal issues
Viewing and analyzing filmstrips
Committee work
Listening to guest speakers
Developing generalizations inductively
Viewing and discussing motion pictures and television programs
Role playing
Simulations

OUTLINE OF CONTENT AND TIME ALLOTMENT

	Units	Weeks
I.	Introduction	1
	A. Why do we need laws?	
	B. What is law?	
	C. How are citizens lawmakers?	
II.	Authority	6
	A. What is authority?...Authority vs. power without authority.	
	B. How can we use authority?...problems resulting when there is no authority.	
	C. What are some considerations useful in selecting people to fill positions of authority? What are some considerations useful in evaluating rules?	
	D. What might be some benefits and costs of authority?	
	E. What should be the scope and limits of authority?	
III.	Introduction to Written Law	2
	A. Historical origins	
	B. Philosophical origins	
	C. Developing law...concept of "living law"	
IV.	American Legal System	5
	A. Criminal law	
	B. Civil law	
	C. Family law	
	D. Juvenile law	
V.	Citizen Responsibilities and Legal Rights	2
	A. What is responsibility?	
	B. What might be some benefits and costs of fulfilling responsibility?	
	C. How should one choose among competing responsibilities, interests, and values?	
VI.	Analyzing, Applying, and Determining a Position	2
	A. Suggested issues	
	B. Evaluation	

INSTRUCTIONAL RESOURCES

Basic Instructional Materials

Center for Civic Education/Law in a Free Society Multimedia Instructional Units

Authority (Level V) (1977)

Responsibility (Level V) (1983)

Brief Description Of Basic Instructional Material

The Center for Civic Education/Law in a Free Society curriculum is intended to promote among students the development of (1) an increased understanding of the legal, political, and educational institutions of our constitutional democracy and the fundamental values, processes, and principles upon which they were founded, (2) the skills necessary to function as effective and responsible citizens in a free society under a rule of law, and (3) an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and the management of conflict.

The curriculum for each concept is organized around topical questions which provide a systematic approach to the analysis and evaluation of the concept in its social, legal, and political contexts.

A Multimedia Instructional Unit is designed to develop each concept. Each unit contains three components--a set of sound filmstrips including tape cassettes, student books, and a teacher's edition of the student book including evaluation materials.

The filmstrips contained in the unit are fanciful or dramatic stories which raise issues relative to the concept. They are designed to motivate students' interest and provide them with an introduction to some issues related to the concept based upon the curriculum's framework.

The materials included in the student book are designed to extend the learnings initiated by the filmstrips and to provide opportunities for application. Stories, exercises, historical readings, legal cases and procedures are included in the student book.

The teacher's edition contains guidelines for the coordinated use of the filmstrips and the student book. Specifically, the teacher's edition contains overviews and objectives for each unit and lesson, specific suggestions for conducting learning activities and for the use of the materials, discussion questions, and examples of relevant student responses. Each lesson plan in the teacher's edition has been developed to provide maximum assistance for the teacher. A step-by-step approach provides a systematic way of dealing with the concept. In some cases, alternatives are suggested to provide for flexibility depending on teacher preferences.

The Law in a Free Society materials incorporate a conceptually oriented inquiry approach which calls for active participation by students. The approach stresses the development of analytical and evaluative skills which will enable students to apply basic substantive knowledge to a wide variety of situations. The activities built into the lesson plans in the teacher's edition include directed discussion, role playing, and debate, as well as skill-building exercises found in the student book. Students are encouraged to develop their abilities to think logically and analytically by means of inquiry. In order to do this, it is important to cultivate a classroom atmosphere in which students, under the teacher's direction, can discuss freely the issues raised by the materials. It is through this process that students will learn to recognize and take reasoned and informed positions on issues of importance to them.

The term "role-playing activity" as used by LFS signifies classroom exercises in which students take the roles of various participants in an institutional process such as a court trial or legislative debate. Students can obtain valuable practice in information gathering and decision making by use of this method. It provides a unique opportunity for students to learn through direct experiences about institutions and the processes and procedures governing them, as well as interactions with others. The situations can be real or hypothetical. It is highly desirable to hold a critique or post-discussion soon after the role playing has been concluded. Such a discussion should elicit awareness of the salient issues, considerations, and values involved, as well as of the processes themselves.

Evaluation materials for assessing student attainment of the objectives are found at various points in the student books and teacher's edition.

YOUTH AND THE LAW

Constitutional Rights Foundation-Living Law program

Criminal Justice and Civil Justice

Scholastic Book Services, 1978

Brief Descriptions of Basic Materials

The Living Law Curriculum (Criminal Justice/Civil Justice) is designed to give students a realistic understanding of the way the criminal justice system works in their community. To do this, the Constitutional Rights Foundation curriculum focuses on the work and procedures of justice professionals in every area of the criminal justice system. The program has three main objectives. The primary objectives is to help students gain a realistic understanding of our legal system. The second major objective is to increase student knowledge about the law and constitutional rights. A third major objective is to develop students' skills.

The components of the curriculum include two student texts, a teaching guide for each text, and a separate set of spirit masters with tests, exercises, and activity forms to supplement each of the texts.

The Criminal Justice text examines the American criminal justice system. The first section of the text looks at the causes and kinds of crime and the role fear of crime plays in our society. The second section covers police work. It examines the need for police, the development of police forces, the nature of police work, and the relationship between police officers and society. The next section focuses on the court system, treating the evolution of the adversary system, the procedures involved in a trial, the right of counsel, plea bargaining, appeals, and juvenile justice. The final section of the Criminal Justice text deals with prisons, takes students behind bars and describes what it is like to be jailed. Probation and parole and the problem of recidivism are examined.

The Civil Justice text examines a range of legal areas that students will soon come to grips with in their roles as consumers, parties to contracts, drivers, renters of apartments, perhaps partners in marriage and divorce, and parents. The first section of the book deals with consumer law, advertising, and credit. The second section discusses contract law, covering spoken and written contracts, minors and contracts, and contracts which are not enforceable in court. The third section deals with housing law and property rights and responsibilities of landlords and tenants. The next section of the text discusses personal injury, libel, and trespass. The final section of the Civil Justice text deals with family law--the rights and responsibilities of children and parents, marriage, and divorce.

California State Adopted Materials

Linda Riekes and Sally Mahe (Ackerly)
Law in Action Series
St. Paul, Minn: West Publishing Co.

Juvenile Problems and the Law, 1975
Courts and Trials, 1975
Youth Attitudes and the Police, 1975
Young Consumers, 1980
Lawmaking, 1980

Supplemental Instructional Materials

California State Dept. of Education, Robert H. Ratcliffe, General Editor, Justice in Urban America Series, Boston: Houghton Mifflin, 1969.

M. Chief Bassiouni, Michael Lawrence, Isidore Starr, Robert Summers Crimes and Justice, Boston: Houghton, 1969.

M. Chief Bassiouni, Sister Thecla Shiel, Youth and the Law, Boston: Houghton, 1973.

Richard Groll, Hack Zevin, Law and the City, Boston: Houghton, 1973.

John Paul Hanna, Teenagers and the Law, Boston: Ginn and Co., 1967

Richard S. Miller, Courts and the Law, Middleton, Conn., Xerox Corp., 1971

Charles N. Quigley and Richard P. Longaker, Conflict, Politics, and Freedom, Boston: Ginn and Co., 1968

Charles N. Quigley, Your Rights and Responsibilities as an American Citizen, Boston: Ginn and Co., 1967

Charles N. Quigley and Richard P. Longaker, Voices for Justice, Boston: Ginn and Co., 1970

NOTE: In addition to the printed materials listed above, a television series has been developed for the Youth and the Law course. The series schedule for the 1983-84 school year follows. The series is modified as new titles are identified, evaluated, and acquired.

Teacher Reference Materials

There are many excellent teacher reference materials available. Of special interest are materials available from the American Bar Association and The Center for Civic Education/Law in a Free Society Project. The Casebooks: Selected Readings for Teachers for each of the concepts covered by this course have been approved as a teacher tool. Contact the office of the Consultant, Social Studies for other available materials.

Resource Person Reference Materials

A number of materials have been developed for use by resource persons. Of special value is the publication of the Phi Alpha Delta Fraternity International, Juvenile Justice Office, entitled A Resource Guide to Assist Lawyers and Law Students for Participation in Kindergarten through Eighth Grade Law-Related Classrooms. Other materials are available from the Office of the Consultant, Social Studies.

NOTE: The Long Beach Unified School District has an established policy for the evaluation and adoption of all instructional materials. Materials for law-related education courses are covered by this policy. More current supplemental materials are to be evaluated and approved in accordance with the time schedule established for the social studies adoption cycle.

Instructional TV 1983-84

ANOTHER LEARNING OPPORTUNITY FROM KZH-31

To: Teachers of 8th and 9th grade Social Studies, ESL, Learning Handicapped and Guidance, Principals, ITV Representatives, Social Studies Dept. Heads, Librarians

YOUTH AND THE LAW

GRADE 8 and 9

WEDNESDAY 8:50, 9:20, 9:50, 10:20, 10:50, 11:20, 11:50, 12:20, 12:50, 1:20, 1:50, 2:20, 2:50 CHANNEL 6

The lessons listed below have been scheduled in accordance with the sequence established by the new teacher's guide for Youth and the Law. Teachers should teach the course in accordance with that sequence (as indicated by the unit headings below). Several new lessons, which are listed below with their catalog description, will be shown during the year. Mary Bruce Miller and Jacqueline Kell (Hoover) selected the materials and organized the schedule under the supervision of Jack Hoar (Consultant).

DATE	TITLE OF LESSON
UNIT I - INTRODUCTION (1 week)	
September 16 Friday Channel 6	BASIC LAW TERMS (18m, 1978)
UNIT II - AUTHORITY (6 weeks)	
September 21	STOP AND FRISK (20m, 1970)
October 5	*SHOPLIFTING: SHARON'S STORY (25m, 1980) A young woman steals from a department store and is thrown into the harsh reality of the arrest process with its humiliation of search, interrogation, detention, family confrontation, and court procedure.
October 19	#THE RIPOFF (15m, 1973)

* Lesson plan available

\# Three times during lesson, the question "What would you do?" will be asked. The program will then stop for two minutes for class discussion.

(OVER)

15th year of service

Instructional TV 1983-84

ANOTHER LEARNING OPPORTUNITY FROM KZH-31

YOUTH AND THE LAW

DATE	TITLE OF LESSON
October 28 Friday Channel 6	HELP! I'M A COP (28m, 1970) A policeman's view of the world often differs from that of an ordinary citizen. Filmed with the cooperation of the Oakland and Berkeley Police Departments.
UNIT III INTRODUCTION TO WRITTEN LAW (2 weeks)	
November 2	SEARCH AND SEIZE (26m, 1970)
UNIT IV - AMERICAN LEGAL SYSTEM (5 weeks)	
November 16	*#THE PLEA (15m, 1973)
November 30	*CASE IN POINT: SMALL CLAIMS (15m, 1981) Traces the steps to be taken when filing a claim in Small Claims Court. Shows the Court in action and how the Court can work for both plaintiff and the defendant.
December 9 Friday Channel 6	WAYS OF THE LAW: CONSUMER & CONTRACT (20m, 1979) Shows how young people can get "ripped off" by not reading the fine print in a consumer contract. Delineates the steps to be taken to sign a valid contract and establish good credit.
December 14	*CHANGING: MATTHEW (15m, 1980) A narration by an actual juvenile offender whose violent behavior culminates in an attempted suicide after he is arrested for robbing a gas station.
December 9 Friday Channel 6	VANDALS (25m, 1972)
UNIT V RESPONSIBILITY (2 weeks)	
January 11	*CASE IN POINT: TRAFFIC COURT (15m, 1981) Follows a defendant from the time of a traffic violation through the decision in Traffic Court. Explains the different types of violations and ways in which they can be resolved.

* Lesson plan available

\# Three times during lesson, the question "What would you do?" will be asked. The program will then stop for two minutes for class discussion.

15th year of service

Instructional TV 1983-84

ANOTHER LEARNING OPPORTUNITY FROM KZH-31

YOUTH AND THE LAW

DATE		TITLE OF LESSON
UNIT VI - ANALYZING, APPLYING, AND DETERMINING A POSITION (2 weeks)		
January	25	NEW WEAPONS AGAINST CRIME (26m, 1970)
UNIT I - INTRODUCTION (1 week)		
February Friday Channel 6	3	BASIC LAW TERMS (18m, 1973)
UNIT II - AUTHORITY (6 weeks)		
February	8	STOP AND FRISK (20m, 1970)
February	22	*SHOPLIFTING: SHARON S STORY (25m, 1980)
March	7	#THE RIPOFF (15m, 1973)
March Friday Channel 6	16	HELP! I'M A COP (28m, 1970)
UNIT III - INTRODUCTION TO WRITTEN LAW (2 weeks)		
March	21	SEARCH AND SEIZE (26m, 1970)
UNIT IV - AMERICAN LEGAL SYSTEM (5 weeks)		
April	4	*#THE PLEA (15m, 1973)
April	25	*CASE IN POINT: SMALL CLAIMS (15m, 1981)
May Friday Channel 6	4	WAYS OF THE LAW: CONSUMER & CONTRACT (20m, 1979)
May	9	*CHANGING: MATTHEW (15m, 1980)
May Friday Channel 6	11	VANDALS (25m, 1972)

* Lesson plan available
\# Three times during lesson, the question "What would you do?" will be asked. The program will then stop for two minutes for class discussion.

15th year of service

Instructional TV 1983-84

ANOTHER LEARNING OPPORTUNITY FROM KZH-31

YOUTH AND THE LAW

DATE		TITLE OF LESSON
UNIT V - RESPONSIBILITY (2 weeks)		
May	23	*CASE IN POINT: TRAFFIC COURT (15m, 1981)
UNIT VI ANALYZING, APPLYING, AND DETERMINING A POSITION (2 weeks)		
June	6	NEW WEAPONS AGAINST CRIME (26m, 1970)

* Lesson plan available
\# Three times during lesson, the question "What would you do?" will be asked. The program will then stop for two minutes for class discussion.

15th year of service

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Res .ces
Students will be able to State the need for law. Describe ways in which citizens help make laws. NOTE: Mock trial and moot court competition may become an optional component of this course. For current information regarding this proposed addition contact the office of the Consultant, Social Studies.	I. Introduction (ONE WEEK) A. Why do we need laws? 1. Individual vs. society 2. Rights vs. responsibility B. What is law? 1. Family rules 2. School rules 3. Written laws C. How are citizens lawmakers? * Lessons and/or content which allows for judicious selection and presentation of illustrative case and other materials. ** Lessons and/or content which uses teaching strategies that foster true interaction and joint work among students. (It should be noted that research indicates that student groups should include no more than three to five students if the objective of true interaction and involvement is to be attained. *** Lessons and/or content which calls for use of adequately prepared outside resource persons.	Basic Instructional Materials Criminal Justice "The Law" pp.47-51 Supplemental Instructional Materials Conflict, Politics, and Freedom "Sarnia" pp.1-4 Teenagers and the Law "Laws and Our Legal System" Ch.1 Courts and the Law "Why Study Law?" p.3 "Where Laws Come From: The Legislature" pp.9-13 Crimes and Justice "Society Without Rules?" Ch.1 Lawmaking "Rules and Laws in Your Life" Sec.1 Your Rights and Responsibilities as an American Citizen "Liberty Under Law" Unit 1 Youth and the Law "Youth and Citizenship" Ch.1

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Define the terms "authority" and "power without authority" and differentiate between examples of each.	II. Authority (SIX WEEKS) A. What is authority?... authority vs. power without authority.	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia Instructional Unit (Level V) Authority UNIT ONE - What Is Authority? Lesson One - Differentiating between authority and power without authority... defining authority. Lesson Two - Differentiating between authority and power without authority... defining authority. Lesson Three - Identifying sources of authority. Lesson Four - Differentiating between authority and power without authority... identifying sources of authority. Evaluation Exercise. Enrichment Activities.
Identify problems that occur in the absence of authority. Solve problems arising from a lack of effective authority.	B. How can we use authority?...problems resulting when there is no authority.	UNIT TWO - How Can We Use Authority? Lesson Five - Identifying problems likely to arise when there is no effective authority. Lesson Six - Solving problems arising from lack of effective authority. Lesson Seven - Using authority to solve problems. Evaluation Exercise. Enrichment Activities.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to		
Use the procedures learned in selecting a person to fill a position of authority.	C. What are some considerations useful in selecting people to fill positions of authority?	UNIT THREE - What Are Some Considerations Useful in Selecting People to Fill Positions of Authority? Lesson Eight - Introducing considerations and a procedure for selecting people to fill positions of authority. ***Lesson Nine - Introducing considerations and a procedure for selecting people to fill positions of authority. ** Role-playing activity: A national convention Lesson Ten - Applying the procedure for selecting people to fill positions of authority. Lesson Eleven - Applying the procedure for selecting people to fill positions of authority. Lesson Twelve - Evaluation Exercise: Selecting people to fill positions of authority. Lesson Thirteen - Identifying weaknesses in rules and introducing a procedure for evaluating rules. Lesson Fourteen - Evaluating rules. ** Role-playing activity: A Congressional Debate. *** Lesson Fifteen - Evaluating rules. ** Role-playing activity: House of Representatives Debate. *** Lesson Sixteen - Evaluating and developing rules. Evaluation exercise. Enrichment activities.
Use the procedures learned to evaluate a rule.	What are some considerations useful in evaluating rules?	

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify or infer consequences of exercises of authority and classify the consequences as benefits or costs.	D. What might be some benefits and costs of authority?	UNIT FOUR - What Might Be Some Benefits And Costs Of Authority? Lesson Seventeen - Identifying and inferring the consequences of authority . Classifying consequences of authority as benefits or costs. Lesson Eighteen - Identifying, inferring and classifying consequences of authority. Lesson Nineteen - Identifying, inferring and classifying consequences of authority. Evaluation Exercise. Enrichment activities.
State a personal position related to the scope and limits of authority in a specific situation.	E. What should be the scope and limits of authority?	UNIT FIVE - What Should Be The Scope And Limits Of Authority? Lesson Twenty - Identifying weaknesses in positions of authority. Introducing considerations and a procedure useful in evaluating position of authority. Lesson Twenty one - Applying the procedure for evaluating a position of authority.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
		Lesson Twenty two - Applying the procedure for evaluating a position of authority. ** Group Activity: Modifying a position of authority. Lesson Twenty Three - Applying the procedure for evaluating a position of authority. ** Group Activity: Modifying an authoritative institution. Lesson Twenty four - Designing an authoritative institution. Lesson Twenty five - Applying the procedure for evaluating a position of authority. Evaluation Exercise. Enrichment Activities. NOTE: Some lessons have similar objectives: If students have mastered the objectives, teachers may omit lessons and/or substitute other lessons. However, teachers are reminded of the evaluation finding related to the need to provide sufficient quantity of instruction as a means of enhancing the potential of law-related education for improving students behavior. Supplemental Instructional Materials Conflict, Politics, and Freedom "Politics in a Constitutional Democracy" Unit I Your Rights and Responsibilities as an American Citizen "Freedom of Expression" Unit II "Freedom of Religion" Unit III

YOUTH AND THE LAW

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to List the three historical origins of law Identify the basic documents in American law, and explain how they affect Supreme Court decisions.	III. Introduction to Written Law (TWO WEEKS) A. Historical Origins 1. Customs 2. Common law 3. Tradition B. Philosophical Origins 1. Religious law 2. Legal codes C. Developing law...concept of "living law" 1. Basic Documents a. Declaration of Independence b. Constitution * 2. Supreme Court cases a. Marbury v. Madison b. McCulloch v. Maryland c. Mapp v. Ohio d. Gideon v. Wainwright e. Escobedo v. Illinois f. Miranda v. Arizona g. In re Gault	Basic Instructional Materials Criminal Justice "Criminal Law and the Bill of Rights" pp.52-58 Other materials related to the content of this unit may be found on the following pages 75-80, 88-89, 91, 147, 151-152, and 205. Supplemental Instructional Materials Law and the City "Government and the Legal System" pp.40-43 Lawmaking "The Constitution and How the United States Government Works" Sec.2 Teenagers and the Law "Our Present System of Laws" Ch.2 Courts and the Law "Where Law Comes From: The Courts; The Constitution" pp.14-25 Conflicts, Politics, and Freedom "Functions of Conflict" Unit II, Part 2 Your Rights and Responsibilities as an American Citizen "Equal Protection of the Law" Unit IV

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to	IV. American Legal System (FIVE WEEKS)	Basic Instructional Materials (Part IV A)
	A. Criminal Law	Criminal Justice
Define the major types of crime.	1. Types of crimes a. Felonies b. Misdemeanors c. Infractions	"Crime and the System" Part 1 "Conclusion, What are the Choices" pp.211-213 "The Badge" Part 2 "The Gavel" Part 3 "The Bars" Part 4
List and explain some of the costs of crime.	2. Cost of crime	
Identify and describe the basic elements of due process.	3. Legal procedures a. Due process of law b. Investigation and arrest	Supplemental Instructional Materials (Part IV A)
Compare and contrast police authority with rights of the accused.	(1) Police authority (2) Rights of the accused	Law and the City "Government and the Legal System" pp.45-53
Define the terms relevant to the legal process (i.e., booking, bail, personal recognizance, plea bargaining, jury, judge, appeals, etc.)	*** 4. Court system a. Types of courts b. Trials and courtroom procedure	Crimes and Justice "Crimes and Punishments" Ch.2 "America's Crime Problem" Ch.4 "Criminal Procedure" Ch.3 "Crimes and Punishments" pp.22-35
	(1) Jury system (2) Plea bargaining (3) Appeals	Teenagers and the Law "Criminal Law: Punishment, Procedure, Compensation, Behavior" Ch.8 "Criminal Law: Purposes, Elements, Parties, Defenses" Ch.5 "Criminal Law: Crimes Against the Person and Property" Ch.6
	5. Nature i.e. causes of crime	

YOUTH AND THE LAW

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to	6. Legal consequences in criminal cases	"Criminal Law: Public Crime, Crimes against Government, Special Laws" Ch.7 Youth Attitudes and Police
Define terms related to punishment theories and judicial options such as rehabilitation, probation, parole, pardon, etc.	*** a. Punishment theories (1) Individual deterrence (2) General deterrence (3) Rehabilitation (4) Removal (5) Revenge	"Police and Authority" Sec.I "Police Work" Sec.II Courts and Trials "Courts and Due Process" Sec.I "Kinds of Courts: Courts in Action" pp.28-43 "Court Roles" Sec.II "Mock Trials" Sec.III
State and evaluate the arguments for various types of punishment in order to take a stand on the issues.	*** b. Judicial options (1) Sentence (2) Suspended sentence (3) Probation (4) Parole (5) Pardon	Your Rights and Responsibilities as an American Citizen "Due Process of Law" Unit V
List and explain the elements of a contract.	B. Civil Law 1. Contracts	Basic Instructional Materials (Part IV B) Civil Justice
Define a tort.	2. Wills 3. Torts	"Contracts" Part 2 "Damages, Injuries, and Insults" Part 4 "Consumer Credit" Part 1, Ch.3
	*** 4. Consumer protection 5. Legal options a. Civil cases b. Small claims	Supplemental Instructional Materials (Part IV B) Teenagers and the Law "Business and Property Rights and Responsibilities" Ch.3 "Laws Dealing with Relations Between People" Ch.4 Young Consumers "Wise Buying" Sec.III "You Are a Consumer" Sec.I "Consumer Responsibility" Sec.IV

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to	C. Family Law	Basic Instructional Materials (Part IV C)
Explain the terms child custody and alimony.	1. Custody and control of minors	Civil Justice
	2. Status of the child	"Family Law" Part 5
Distinguish between legal separation and divorce.	a. Separation and/or divorce of parents b. Adoption of the child c. Marriage and/or emancipation of the child d. Appointment of guardian	Supplemental Instructional Materials (Part IV C)
		Youth and the Law
		"Youth and the Family" Ch.2
Identify current problems and/or issues related to families and the law.	3. Problems in the family	Teenagers and the Law
	a. Physical abuse b. Neglect	"Family Law" Ch.14
	D. Juvenile Law	Basic Instructional Materials (Part IV D)
Identify and define specific laws relating to minors.	1. Specific laws and legal issues pertaining to minors	Criminal Justice
	a. Weapons b. Vehicles and bicycles c. Alcohol, drugs and tobacco d. School attendance e. Employment f. Vandalism g. Infractions	"Juvenile Justice" Ch.12 "Youth Behind Bars" Ch.17 "Probation" Ch.15
	(1) Curfew (2) Malicious mischief (3) Disturbing the peace	Youth and the Law
		"Youth in Trouble" Ch.3 "Ways of Delinquency" Ch.5 "Juvenile Court" Ch.4
	2. Property and civil rights	Teenagers and the Law
Identify major causes of juvenile delinquency.	3. Causes of delinquency	"Youth Employment" Ch.10 "School" Ch.11 "Vehicles" Ch.12 "Family Law" Ch.14 "Local Ordinances and Teen Conducts" Ch.17 "Juvenile Courts" Ch.13

YOUTH AND THE LAW

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Describe the procedure followed in the juvenile justice system. Compare and contrast the rights of delinquents in juvenile court with the rights of adults in a criminal court. Evaluate the goals and objectives of the juvenile justice system and apply the procedure for evaluating institutions to the juvenile justice system. Take and defend a position regarding specific changes in the juvenile justice system or keeping the system as it is or eliminating the system completely.	*** 4. Juvenile court system a. Jurisdiction b. Judges and commissioners c. Procedures d. Placement resources and alternatives e. Probation officers f. Juvenile records 5. Study of proposals for changing the juvenile justice system	Juvenile Problems and the Law "Juvenile Law" Sec.II "Theory and Practice" Sec.III Voices of Justice In re Gault pp.13-22

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify and describe examples of responsibilities. Identify and describe rewards commonly related to fulfillment of specific responsibilities and penalties related to failure to fulfill those responsibilities. Identify and describe sources of various responsibilities. Identify and describe situations in which responsibilities have been freely chosen, imposed, or assumed without conscious or deliberate thought.	V. Citizen Responsibilities and Legal Rights. (TWO WEEKS) A. What is responsibility?	Basic Instructional Materials Center for Civic Education/Law in a Free Society: Multimedia Instructional Unit (Level V) Responsibility UNIT ONE - What is Responsbility? Lesson One - Introducing Responsibility Lesson Two - Identifying Responsibilities.
Identify or infer the consequences of the fulfillment of responsibility in particular situations. Classify those consequences as benefits of costs. Explain various points of view regarding the relative importance of the benefits and the costs of fulfillment of responsibility in particular situations.	B. What might be some benefits and costs of fulfilling responsibility? NOTE: The benefits and costs of refusal to accept or fulfill responsibility are not covered in this unit, although you may wish to have students engage in such analysis if time permits.	UNIT TWO - What might be some benefits and costs of fulfilling responsibility? Lesson Three - Identifying and classifying consequences of fulfilling responsibility. Lesson Four - A class project for classifying consequences of fulfilling responsibility.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify competing responsibilities related to a specific situation. Describe for each responsibility identified: a. Sources of the responsibility. b. Related rewards for fulfillment and penalties for nonfulfillment. c. Probable benefits and costs of fulfillment. d. Other relevant considerations, including urgency, length of time, resources, relative importance, competing interests and values, persons involved, and alternatives. Develop or evaluate positions on which responsibilities should be (or should have been) undertaken and which should be rejected on the basis of the second objective above, or what modificatons might be considered. Justify the positions in terms of the above analysis. Explain the values and interests that are reflected in the positions taken.	C. How should one choose among competing responsibilities, interests, and values?	Center for Civic Education/Law in a Free Society: Multimedia Instructional Unit (Level V) Responsibility UNIT THREE - How should one choose among competing responsibilities, interests and values? Lesson Five - Importance of deciding among competing responsibilities, interests, and values. Lesson Six - A Procedure for decision-making. Lesson Seven - Practice in deciding among competing responsibilities. Lesson Eight and Nine - Deciding among competing responsibilities.
Identify an event or situation for which a determination should be made regarding whom to consider responsible (and explain the purpose, or need, for making the determination). Identify the persons or groups who might be considered responsible. Consider other relevant factors in determining responsibility, such as causation, state of mind, element of control, obligation, and more important values, interests, or responsibilities. Analyze and evaluate the information gathered and take and support a position on who, if anyone, should be considered responsible for the event or situation. (Students may also take and justify a position of "suspended judgment" on the event or situation.	D. Who should be considered responsible?	UNIT FOUR - Who should be considered responsible? Lesson Ten - Need for determining who should be considered responsible. Lesson Eleven - Introducing a procedure for decision-making. Lesson Twelve - Applying the procedure for determining responsibility. Lesson Thirteen - Determining responsibility for an achievement.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
		NOTE: Some lessons have similar objectives: If students have mastered the objectives teachers may omit lessons and/or substitute other lessons. However, teachers are reminded of the evaluation finding related to the need to provide sufficient quantity of instruction as a means of enhancing the potential of law-related education for improving students behavior. Supplemental Instructional Materials Youth Attitudes and Police "Citizens and Police Working Together" Sec.III
Students will be able to use specific data and the skills (intellectual tools/ procedures) they have learned to develop, take, and defend reasoned positions on landmark cases, contemporary legal issues and legal issues that are likely to arise in their lifetime.	VI. Analyzing, applying, and determining a position. (TWO WEEKS) A. Suggested Issues 1. Busing 2. Equal Rights Amendment 3. Gun Control B. Evaluation	Basic Instructional Materials Criminal Justice "Conclusion: What are the Choices?" pp.210-213 Supplemental Instructional Materials NOTE: Many appropriate materials may be located and evaluated based upon the issue selected. The following references are intended to provide a sample of types of issues and materials which are appropriate for this concluding unit. Voices of Justice "Hunger in America--A Senate Debate" pp.85-94 "Workers vs Growers--A Mediation Session" pp.59-67 "Hiring Practices--A Commission Hearing" pp.35-47

YOUTH AND THE LAW

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
		Crime and Justice "America's Crime Problem" Ch 4 Law and the City "Urban Regulation" Ch.3 "Urban Planning" Ch.4 "New Towns" Ch.5 Conflict, Politics, and Freedom "The Management of Conflict" Unit III

CRIMINAL AND CIVIL LAW

COURSE OUTLINE

INSTRUCTIONAL RESOURCES

IMPLEMENTATION CHART

long beach unified school district

Instruction Department
OFFICE OF CURRICULUM SERVICES

SENIOR HIGH SCHOOLS
COURSE OUTLINE

DEPARTMENT: Social Studies

COURSE TITLE AND NUMBER: Criminal and Civil Law

COURSE CODE: _____ TITLE ABBREVIATION: Crim/Civil Law

LENGTH OF COURSE: 1 semester PERIODS PER WEEK: 5

CREDITS PERS SEMESTER: 5 REQUIRED _____ OR ELECTIVE X

GRADE LEVEL(S): 10, 11, 12

PREREQUISTITES: None

GOALS (Student needs the course is intended to meet)

1. This course will introduce students to the foundations and development of the American legal system.
2. This course will increase the students' understanding of the relevance of the subject of justice to their daily lives; to common issues in their communities, states, nation and world; and to parts of the Constitution of the United States.
3. This course will increase the students' understanding of privacy and develop their recognition of the costs and benefits and scope and limits of privacy.
4. This course will permit students to apply analyti. decision-making skills to selected issues and concepts.

PERFORMANCE OBJECTIVES

The students will be able to

- o identify several of the philosophic origins of the concepts of individual freedom.
- o brief a case according to a standard procedure.
- o classify and describe specific issues of justice
- o use intellectual tools to analyzing issues of justice
- o identify and describe common ways people behave to restrict the access of others to objects of privacy.

BRIEF NARRATIVE DESCRIPTION OF THE COURSE

This course is designed to introduce students to the American legal system. Included will be basic legal terminology, criminal and civil legal processes and the concept of justice (distributive, corrective, and procedural). The concept of privacy will also be examined and balanced against the needs of society. Finally, the students will use various skills and intellectual tools in the analysis of various landmark cases and contemporary or possible future legal issues.

METHODS USED IN TEACHING THE COURSE

Reading assignments
Class discussions
Case study analysis (briefs)
Classifying legal issues
Viewing and analyzing filmstrips
Committee work
Listening to guest speakers
Developing generalizations inductively
Viewing and discussing motion pictures and television programs
Role-playing
Simulations

OUTLINE OF CONTENT AND TIME ALLOTMENT

	Units	Weeks
I.	Introduction to the law A. Philosophical origins of the concepts of individual freedoms B. Historical development of free institutions C. Political workings and examinations of the document D. Case study method (briefs)	4
II.	Justice A. Types of justice B. Administration of justice C. Distributive justice D. Corrective justice E. Procedural justice	5
III.	Privacy A. Identifying and describing privacy B. Identifying factors which explain differences in privacy C. Identifying/inferring benefits and costs of privacy D. Deciding upon the scope and limits of privacy	4
IV.	Study of landmark cases, contemporary legal issues, and legal issues that are likely to arise in the students' lifetimes	4

CRIMINAL AND CIVIL LAW

INSTRUCTIONAL RESOURCES FOR CRIMINAL AND CIVIL LAW

Basic Instructional Materials

Center for Civic Education/Law in a Free Society
Multimedia Instructional Units (Level VI)

Justice (1979)

Privacy (1978)

Brief Description of Basic Instructional Material

The Center for Civic Education/Law in a Free Society curriculum is intended to promote among students the development of (1) an increased understanding of the legal, political, and educational institutions of our constitutional democracy and the fundamental values, processes,and principles upon which they were founded, (2) the skills necessary to function as effective and responsible citizens in a free society under a rule of law, and (3) an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and the management of conflict.

The curriculum for each concept is organized around topical questions which provide a systematic approach to the analysis and evaluation of the concept in its social, legal, and political contexts.

A Multimedia Instructional Unit is designed to develop each concept. Each unit contains three components--a set of sound filmstrips including tape cassettes, student books, and a teacher's edition of the student book including evaluation materials.

The filmstrips contained in the unit are fanciful or dramatic stories which raise issues related to the concept. They are designed to motivate students' interest and provide them with an introduction to some issues related to the concept based upon the curriculum's framework.

The materials included in the student books are designed to extend the learnings initiated by the filmstrips and to provide opportunities for application. Stories, exercises, historical readings, legal cases and procedures are included in the student book.

The teacher's edition contains guidelines for the coordinated use of the filmstrips and the student book. Specifically, the teacher's edition contains overviews and objectives for each unit and lesson, specific suggestions for conducting learning activities and for the use of the materials, discussion questions, and examples of relevant student responses. Each lesson plan in the teacher's edition has been developed to provide maximum assistance for the teacher. A step-by-step approach provides a systematic way of dealing with the concept. In some cases alternatives are suggested to provide for flexibility depending on teacher preferences.

The Law in a Free Society materials incorporate a conceptually oriented inquiry approach which calls for active participation by students. The approach stresses the development of analytical and evaluative skills which will enable students to apply basic substantive knowledge to a wide variety of situations. The activities built into the lesson plans in this teacher's edition include directed discussion, role playing, and debate, as well as skill-building exercises found in the student book. Students are encouraged to develop their abilities to think logically and analytically by means of inquiry. In order to do this, it is important to cultivate a classroom atmosphere in which students, under the teacher's direction, can discuss freely the issues raised by the materials. It is through this process that students will learn to recognize and take reasoned and informed positions on issues of importance to them.

The term "role-playing activity" as used by LFS signifies classroom exercises in which students take the roles of various participants in an institutional process such as a court trial or legislative debate. Students can obtain valuable practice in information gathering and decision making by use of this method. It provides a unique opportunity for students to learn through direct experiences about institutions and the processes and procedures governing them, as well as interactions with others. The situations can be real or hypothetical. It is highly desirable to hold a critique or post-discussion soon after the role playing has been concluded. Such a discussion should elicit awareness of the salient issues, considerations, and values involved, as well as of the processes themselves.

Evaluation materials for assessing student attainment of the objectives are found at various points in the student books and teacher's edition.

The National Institute for Citizen Education in the Law
(Formerly The National Street Law Institute)
Street Law: A Course in Practical Law
Lee P. Arbetman, J.D., Edward T. McMahan, J.D., and Edward T. O'Brien, J.D.
Second Edition, West Publishing Co. 1980

Brief Descriptions of Basic Materials

Street Law: A Course in Practical Law (Second Edition) is a textbook which includes information, practical advice, and competency-building activities designed to provide students with the ability to analyze, evaluate, and in some situations resolve legal disputes. The text reflects the changes in law and legal procedure as of 1980. It should be noted that law varies, in some instances significantly, from state to state. Thus it should be emphasized that this is a textbook and not a substitute for legal advice that can only be provided by a member of the bar.

The approach of the Street Law text is to provide practical information and problem solving opportunities which develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes activities such as case studies, materials, role plays, small group exercises, opinion polls, and visual analysis activities. For optimum use, Street Law also requires the use of community resource persons and community experiences. The educational methodology requires that students be active participants in their own learning.

This methodology promotes in students a willingness and capability to participate effectively in the legal and political system.

The Street Law program includes a teacher's manual with several components. These include instructional objectives, answers to problems which are included in the student text, special projects, materials and additional text materials.

The National Institute for Citizen Education in the Law in association with Educational Enrichment materials (The New York Times) has produced a series of six filmstrips to illustrate specific content areas covered in the textbook. A set of these filmstrips is available at each senior high school.

Street Law: Filmstrip Contents.

Student Rights explores the legal rights and responsibilities of students in public schools. This segment clarifies the dilemma of maintaining order and discipline in schools

while protecting student rights. We also see how due process is applied in the school setting. Also explored are several revealing landmark court cases in this area.

Your Job and the Law provides an overview of employees' legal rights and responsibilities in relation to hiring and firing, pay and promotion, wages and working conditions, and more. The program opens with a glance back at working conditions in the early part of this century and shows the development of workers' rights--among them, the right to a safe and healthy work environment.

Family Law and Child Custody discusses the court's difficult task of protecting the best interests of children and parents involved in divorce and custody proceedings. This sensitive presentation examines the application of the primary criterion in all custody cases: What decision is in the best interests of the Child?

Religion and Public Schools investigates the controversy surrounding religious practices in public schools and the difficulty of maintaining strict separation of church and state. Recent congressional action and Supreme Court decisions in this area are brought foward, as well as the revived creationism vs. evolution debate.

Evidence: Legal Rights and Technicalities uses actual cases to explore the question: How do we balance the rights of the accused against the rights of society? Presented is the evolution of the "exclusionary rule" that forbids illegally obtained evidence from being used against a defendant at trial. This controversial court-created rule has been the subject of criticism and yet has proven itself vital to insuring judicial integrity and proper police conduct.

Juvenile Justice investigates the effectiveness of the juvenile justice system in its efforts to rehabilitate the youthful offender while protecting the public. This presentation gives early reformist philosophies on the subject that saw "youth crimes" or delinquency as a social problem requiring rehabilitation. Today's studies show that more than half of all serious crimes are committed by youths between 10 and 18.

Individual chapter tests and answers from the 1975 edition are available from the Social Studies Consultant. The publisher is currently developing a California supplement to the Street Law text.

CRIMINAL AND CIVIL LAW

Supplemental Instructional Materials

NOTE: Supplemental materials used in former law-related education courses are appropriate for uses in Criminal and Civil Law. A partial list of materials which may be available follows:

Bragdon, Pursuit of Justice; 1969
Bragdon, TE/Pursuit of Justice; 1969

Cary, Woman and the Law; 1977

Dissent and Protest; 1970

Ginger, Law, Supreme Ct, & People's Rights; 1974

Gora, Due Process of Law; 1977

Haiman, Freedom of Speech; 1976

Inbau, Criminal Law for the Layman: A Guide for Citizen and Student; 1970

James, Supreme Court in American Life; 1971 (Obsolescent)

LASP, Great Cases of the Supreme Court; 1971

Liberty Under Law, Rev ed; 1972 (Obsolescent)

Parker, Civil Liberties Today; 1974

Pfeffer, Religious Freedom; 1977

PUBLIC ISSUES SERIES:
Oliver, Lawsuit
Oliver, Privacy, Control of Personal Information
Oliver, Rights of the Accused
Oliver, Courts and the Law

Ratcliffe, Vital Issues of the Constitution; 1971
Ratcliffe, Inst G/Vital Issues Constitution; 1971
Ratcliffe, Decisions Supplement/Vital Issues..; 1971

Rubin, Media; 1972 (Obsolescent)

Shattuck, Rights of Privacy; 1977

Sullivan, Introduction to Police Science, 2nd Ed., 1971

Summers, American Legal System; 1974
Unit I Society's Need for Law
Unit II Techniques of Law
Unit III Law and Social Change
Unit IV Constitutional Protection of Basic Values
Unit V Limits of the Law

CRIMINAL AND CIVIL LAW

MAGAZINE IN LIEU OF A TEXTBOOK:
Bill of Rights in Action
4 issues, published Sept, Nov, Feb and April (Constitutional Rights Foundation)

NOTE: Consult the LBUSD Textbook Catalog and/or the Social Studies Consultant for other approved instructional resources.

Supreme Court Cases

The table of contents from The Supreme Court in American Life which follows contains a variety of topics and landmark cases appropriate to this course. It should be noted that other cases can also be identified including a number of landmark cases which have been decided since this text was published. Members of the Long Beach Bar Association are willing to help individual teachers identify historical and contemporary cases which are appropriate for study within the context of this course. (See Unit IV of the Course Content Outline)

Problem 1 ESTABLISHING THE COURT: CUSTOM AND LAW
An Inside View of Court Customs
The Constitutional Framework

Problem 2 COURT PROCEDURE
How the Federal Courts Are Organized
How Cases Reach the Supreme Court
How To Read a Citation
How To Read an Opinion

Problem 3 JUDICIAL REVIEW
Marbury v. Madison
Fletcher v. Peck
Dartmouth College v. Woodward

Problem 4 STRENGTHENING FEDERAL POWER
McCulloch v. Maryland
Gibbons v. Ogden

Problem 5 THE SLAVERY QUESTION
Strader v. Graham
Dred Scott v. Sandford
Ableman v. Booth

Problem 6 REGULATING BUSINESS
Munn v. Illinois
The Wabash Case
The Interstate Commerce Act
The Sherman Anti-Trust Act
United States v. E.C. Knight Co.
Swift and Co. v. United States

CRIMINAL AND CIVIL LAW

Problem 7 THE COURT AND THE WAGE EARNER
Lochner v. New York
Muller v. Oregon
The Child Labor Act of 1916
Hammer v. Dagenhart
Five Years Later
The Child Labor Act of 1919
Bailey v. Drexel Furniture Co.
Adkins v. Children's Hospital

Problem 8 THE DEPRESSION CRISIS
The Agricultural Adjustment Act
The National Industrial Recovery Act
Schechter Poultry Corporation v. United States
United States v. Butler

Problem 9 THE COURT UNDER FIRE
The Judiciary Reform Bill
"We Must Save the Constitution from the Court"
"We Are Not the Judges of the Judges"
West Coast Hotel Co. v. Parrish
NLRB v. Jones & Laughlin Steel Corporation
United States v. Darby

Problem 10 FREEDOM OF SPEECH
Schenck v. United States
Gitlow v. New York
Terminiello v. Chicago
Dennis v. United States

Problem 11 THE COURT AND LOYALTY INVESTIGATIONS
An Argument Against Congressional Investigations
Peters v. Hobby
Watkins v. United States
Joint Anti-Fascist Refugee Committee V. McGrath

Problem 12 THE RIGHT TO A FAIR TRIAL
Chambers v. Florida
Mapp v. Ohio
Betts v. Brady
Gideon v. Wainwright
Escobedo v. Illinois
Miranda, v. Arizona
Sheppard v. Maxwell

Problem 13 DUE PROCESS OF LAW
In re Oliver
Griffin v. Illinois
Thompson v. Louisville
In re Gault
Bond v. Floyd

CRIMINAL AND CIVIL LAW

Problem 14 SEGREGATION AND DESEGREGATION
The Civil Rights Cases
Plessy v. Ferguson
Brown v. Board of Education of Topeka
Cooper v. Aaron
The Civil Rights Act of 1964
Georgia v. Rachel
Newman v. Piggie Park Enterprises, Inc.

Problem 15 FREEDOM OF RELIGION
Roger Williams on Liberty of Conscience
Jefferson's Proposed Bill
Madison Warns Virginia
Minersville School District v. Gobitis
West Virginia Board of Education v. Barnette

Problem 16 SEPARATION OF CHURCH AND STATE
Everson v. Board of Education
McCollum v. Board of Education
Zorach v. Clauson
Engel v. Vitale
Abington School District v. Schempp

NOTE: In addition to the print materials listed above, visual materials are also available for this course. Some programs are broadcast over the districts instructional television system. Specific information regarding audio-visual material may be obtained from the Office of the Consultant, Social Studies.

Teacher Reference Materials

There are many excellent teacher reference materials available. Of special interest are materials available from the American Bar Association and the Center for Civic Education/Law in a Free Society Project. The Casebook: Selected Readings for Teachers for each of the concepts covered by this course has been approved as a teacher tool. Contact the Office of the Consultant, Social Studies, for other available materials

Resource Person Reference Materials

A number of materials have been developed for use by resource persons. Of special value is the publication of the Phi Alpha Delta Fraternity International, Juvenile Justice office, entitled A Resource Guide to Assist Lawyers and Law Students for Participation in Law-Related Classrooms. Other materials are available from the Office of the Consultant, Social Studies.

NOTE: The Long Beach Unified School District has an established policy for the evaluation and adoption of all instructional materials. Materials for law-related education courses are covered by this policy. More current supplemental materials are to be evaluated and approved in accordance with the time schedule established for the social studies adoption cycle.

CRIMINAL AND CIVIL LAW

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify several of the philosophic origins of the concepts of individual freedom. Brief a case according to a standard method of procedure.	I. Introduction to the Law (FOUR WEEKS) A. Philosophical origins of the concepts of individual freedoms B. Historical development of free institutions C. Political workings and examination of the documents ** *** D. Case study method (briefs) The case study method includes the following components: 1. Facts 2. Questions 3. Arguments 4. Decisions This method will be used by students throughout the course and during the final unit to study landmark cases related to the concepts being studied and those which emphisize the, 1. Relationship of the Bill of Rights to the 13th, 14th, and 15th Amendments 2. Equal protection of the law 3. Criminal due process 4. Freedom of expression 5. Freedom of religion 6. Others NOTE: Mock trial and moot court competition may become an optional component of this course. For current information regarding this proposed adddition contact the Office of the Consultant, Social Studies.	Basic Textbook Lee P. Arbetman, JD., Edward T. McMahan, JD., and Edward L. O'Brien, JD. Street Law; A Course in Practical Law Second Edition, West Publishing Co., 1980 Chapter One - "Introduction to Law and the Legal System" Problems 1-6, pp.3-11 "What Is Law?" "Kinds of Laws." "Who Makes Laws?" Problems 11-13, pp.22-31 "The Adversary System" "Lawyers" NOTE: Selected cases should be used to introduce the case study method (briefs). (See Outline I. D.) The following is a list of cases from which examples could be selected. Many other cases are listed in the Instructional Resources section of this guide. Members of the Long Beach Bar Association are willing to help individual teachers identify historical and contemporary cases which could be used to introduce the case study method. This activity would provide an excellent opportunity to use an outside resource person in the classroom. Sample list: Marbury v. Madison McCulloch v. Maryland Mapp v. Ohio Gideon v. Wainwright Escobedo v. Illinois Miranda v. Arizona In re Gault

* Lesson and /or content which allow for judicious selection and presentation of illustrative care and other materials.

** Lessons and/or content which uses true interaction and joint work among students. (It should be noted that research indicates that student groups should include no more than three to five students if the objective of true interaction and involvement is to be attained.

*** Lessons and/or content which calls for use of adequately prepared outside resource persons.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
		The following list of references focus on specific topics or concepts which students will study by applying the case study method. Street Law Chapter Six - "Individual Rights and Liberties" Introduction and problems 1-10, pp.271-287 "Freedom of Speech" Problems 11-12, pp.287-291 "Freedom of Religion" Problem 18, pp.298-301 "Due Process" Problems 19-31, pp.301-324 "Discrimination" Filmstrip: "Religion and Public Schools"

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Classify specific situations involving issues of distributive, corrective, and/or procedural justice. Describe examples of each of the three types of issues of justice that they have experienced or observed. Develop positions on issues of justice and identify the reasoning underlying them. Describe some of the similarities and differences in the reasoning they use in evaluating and/or making decisions about issues of distributive, corrective, and procedural justice. (optional) Explain the relationship between the need to use different intellectual tools in dealing with different kinds of issues of justice and the need to divide issues into the above-noted three categories. Classify excerpts from the Constitution as being designed to deal with issues of distributive, corrective, or procedural justice and identify the functions of each excerpt in terms of the values and interests it is designed to protect and promote. Compare and contrast the various types of judicial and administrative agencies.	II. Justice (FIVE WEEKS) A. Types of justice 1. Distributive 2. Corrective 3. Procedural B. Administration of justice 1. Types of courts *** 2. Quasi-judicial and quasi-legislative agencies	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia - (Instructional Unit Level VI) Justice UNIT ONE - What is Justice? Lesson One : Introducing Justice Understanding the rationale for dividing issues of justice into three categories and defining the three categories. Lesson Two - Classifying Issues of Justice Evaluation Exercise. Enrichment Activities. NOTE: There are "optional activities" listed at the end of each lesson in these LFS materials. They are intended to provide reinforcement, extended learning, and enrichment. They also provide teachers with additional activities which may be substituted for those included in the individual lessons. Street Law Chapter One - "Introduction to Law and the Legal System" Problems 7-10, pp.12-22 "Who Makes Laws?" "Courts" "Settling Disputes Outside of Courts" "The Adversary System" "Organizations to Know" - Appendix pp.325-339

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Define distributive justice. Use the intellectual tools presented in the unit to analyze issues of distributive justice and then formulate and evaluate positions on those issues, or justify a position of suspended judgment on an issue. Describe how issues of distributive justice may arise in relation to activities of the executive, legislative, and judicial branches of local, state, and federal governments as well as in the private domain.	C. Distributive justice 1. Identifying intellectual tools a. What benefit or burden is to be distributed? b. What persons or groups are being considered as recipients? c. In applying the principle of similarity, what are the relevant considerations in terms of need, capacity, and desert? 2. Identifying interests and values. 3. Learning to use intellectual tools. ** 4. Applying intellectual tools to contemporary issues. a. Awards (School Awards Assembly) b. Welfare benefits c. Property tax d. Other issues 1) Consumer law 2) Social legislation 3) Tax law 4) Equal protection of the law	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia - (Instructional Unit Level VI) Justice UNIT TWO - What Is Distributive Justice? Lesson Three - Introducing Distributive Justice Lesson Four - Applying Intellectual Tools to Issues of Distributive Justice ** Case Study: Colorado Anti-Discrimination Commission v. Continental Airlines Lesson Five - Applying the Intellectual Tools to a Welfare Issue. Lesson Six - Applying the Intellectual Tools to an issue arising from a School Awards Assembly. Lesson Seven - Applying the Intellectual Tools to a Property Tax Issue. Evaluation Exercise. Enrichment Activities. Street Law Chapter Three - "Consumer Law" pp.105-164 NOTE: Teachers may select specific problems from the topics covered in this chapter which are listed below: "How Laws Protect the Consumer" "How You Can Protect Your Rights as a Consumer" "Deceptive Sales Practices" "Contracts" "Warranties" "Unsafe or Dangerous Products" "Credit" "Default and Collection Practices" "Cars and the Consumer" Chapter Four - "Family Law" Problems 25-28, pp.204-210 "Government Support for Needy Families and Others"

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Define corrective justice. Use the five steps and sets of intellectual tools given to examine situations involving issues of corrective justice and formulate and evaluate positions on what might be proper responses to various wrongs and injuries. Describe how issues of corrective justice may arise in the private domain and in relation to the activities of executive, legislative, and judicial branches of local, state, and federal government. Identify and trace various causes of crime. Distinguish between the categories of crimes and give examples of each. Compare and contrast crimes against people and crimes against property. Identify the various costs of crime and their effects on society.	D. Corrective justice 1. Identifying intellectual tools a. Identifying the wrong or injury. b. Identifying the important characteristics of the person or group causing the wrong or injury. c. Identifying the relevant characteristics of the person or group who has been wronged or injured. d. Identifying common responses to wrongs and injuries, and their purposes. e. Considering related values and interests. 2. Learning to use intellectual tools. 3. Applying intellectual tools to contemporary issues. 4. Surveying criminal law a. Nature and causes of crime b. Categories of crime 1) Felonies 2) Misdemeanors c. Types of crime 1) Crimes against persons 2) Crimes against property 3) Controversial ("victimless") Crimes d. Criminal disposition e. Cost of crime	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia - (Instructional Unit Level VI) Justice UNIT THREE - What is Corrective Justice? Lesson Eight - Introducing Corrective Justice and the First Intellectual Tool Lesson Nine - Introducing more intellectual tools for Dealing with Issues of Corrective Justice. Lesson Ten - Introducing the remaining Intellectual Tools Lesson Eleven - Applying the Intellectual Tools to an Issue arising from Consumer Fraud. ** Panel Hearing: Big Deal Meat Company (A Hypothetical Case) Lesson Twelve - Applying the Intellectual Tools to an Issue Involving Government Corruption. ** Role Play: The Mayor's Task Force on Government Corruption Evaluation Exercise. Enrichment Activities.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Define contracts and torts. State and explain the methods in which civil disputes may be resolved.	5. Surveying civil law a. Contracts b. Torts c. Legal options 1) Civil cases 2) Small claims	Street Law Chapter Two - "Criminal and Juvenile Justice" Problems 1-5, pp.33-38 "Nature and Causes of Crime" Problems 6-8, pp.38-42 "General Considerations" "Preliminary Crimes" Problems 9-13, pp.42-47 "Crimes Against the Person" Problems 14-16, pp.47-51 "Crimes Against Property" Problems 17-19, pp.52-55 "Controversial Crimes" Problems 20-21, pp.55-58 "Defenses" Problems 36-37, pp.87-90 "Sentencing" Problems 38-44, pp.90-101 "Juvenile Justice" Chapter Three - "Consumer Law" Problems 16-17, pp.128-133 "Contracts"
List ways in which the rights and responsibilities of minors are limited. Identify specific laws relating to minors.	6. Surveying juvenile law a. Property and civil rights b. Specific laws pertaining to minors	Street Law Chapter Four - "Family Law" Problems 11-16, pp.181-195 "Parents and Children" "Foster Care and Adoption" Filmstrips: "Family Law and Child Custody" "Juvenile Justice"

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Define procedural justice. Use the intellectual tools presented in the unit to analyze issues of procedural justice and then formulate and evaluate positions on those issues, or justify a position of suspended judgment on an issue. Describe how issues of procedural justice may arise in relation to activities of the executive, legislative, and judicial branches of local, state, and federal governments as well as in the private domain.	E. Procedural justice 1. Identifying intellectual tools a. Identifying the information sought or decision to be made. b. Evaluating the procedures used to gather information and/or make decision. c. Considering the protection related values and interests. 2. Learning to use intellectual tools. 3. Applying intellectual tools to contemporary issues.	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia - (Instructional Unit Level VI) Justice UNIT FOUR - What is Procedural Justice? Lesson Thirteen - Introducing Procedural Justice. Lesson Fourteen - Introducing Intellectual Tools for Dealing with Issues of Procedural Justice. Lesson Fifteen - Applying the Intellectual Tools to a Selection from Literature. Lesson Sixteen - Applying the Intellectual Tools to a Court Case Involving Issues of Procedural Justice. */**/*** Moot Court: Illinois v. Allen Lesson Seventeen - Applying the Intellectual Tools to a Federal Administrative Hearing Involving Issues of Procedural Justice. */**/*** Moot Court: Storm King Mountain Controversy (Scenic Hudson Preservation Conference v. Federal Power Commission) Evaluation Exercise. Enrichment Activities. NOTE: Some lessons have similar objectives. If students have mastered the objectives teachers may skip lessons and/or substitute other lessons. However, teachers are reminded of the evaluation finding related to the need to provide sufficient quantity of instruction as a means of enhancing the potential of law-related education for improving student behavior.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Trace the disposition of an accused from arrest through appeal. Identify the various elements of the application of justice including judge, jury, defendant, etc.	4. Examining criminal justice process a. Investigation and arrest 1) Police authority 2) Rights of the accused b. Pre-trial proceedings c. Courtroom procedures 1) Trials (a) Jury system (b) Plea bargaining (c) Appeals 2) Hearings	Street Law Chapter Two - "Criminal and Juvenile Justice" Problems 22-35, pp.59-87 "The Criminal Justice Process" "Arrest" "Search and Seizure" "Interrogations and Confessions" "Proceedings Before Trial" "The Trial" Filmstrips: "Student Rights" "Your Job and the Law" "Evidence: Legal Rights and Technicalities"

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify and describe examples of privacy and identify and describe common ways people behave to restrict the access of others to objects of privacy.	III. Privacy (FOUR WEEKS) A. Identifying and describing privacy.	Basic Instructional Materials Center for Civic Education/Law in a Free Society Multimedia - (Instructional Unit Level VI) Privacy UNIT ONE - What is Privacy? Lesson One - Introducing the study of privacy Identifying examples of privacy Lesson Two - Identifying examples and objects of privacy Creating examples and objects of privacy. Lesson Three - Identifying ways people keep things private ** Role-Play: Identifying confidential relationships Lesson Four - Discussing institutional privacy Evaluation exercise. Enrichment activities. Street Law Chapter Six - "Individual Rights and Liberties" Problems 13-17, pp.291-298 "The Right to Privacy"

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Identify an individual's privacy behavior in terms of the individual's choice of objects of privacy and the means of restricting access to those objects and hypothesize explanations for the individual's choices.	B. Identifying factors which explain differences in privacy.	UNIT TWO – What Factors Might Explain Differences in Privacy Behavior? Lesson Five - Describing and explaining privacy behavior Lesson Six - Developing a list of factors generally useful in explaining privacy behavior. Identifying, describing, and explaining individual privacy behavior. Lesson Seven - Identifying and explaining privacy behaviors ** Group Activity: "Privacy and the Zuni" Lesson Eight - Identifying and explaining individual privacy behaviors Evaluation exercise: "Privacy in Nazi Germany" Enrichment activities.
Identify or infer the consequences of privacy and classify those consequences as benefits of costs.	C. Identifying/inferring benefits and costs of privacy.	UNIT THREE - What Might Be Some Benefits and Costs of Privacy? Lesson Nine - Identifying and classifying consequences of privacy Lesson Ten - Identifying, inferring, and classifying consequences of privacy. Weighing the relative importance of benefits and costs. Lesson Eleven - Identifying, inferring, and classifying consequences of privacy. ** Role-Playing activity: Considering different viewpoints regarding the importance of benefits and costs-"Metroville, U.S.A." Lesson Twelve - Identifying and classifying consequences of privacy as benefits and costs. Evaluation exercise. Enrichment activities.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Apply the given procedure for analyzing conflicts over privacy (or secrecy), evaluating alternative courses of action, and making decisions about the scope and limits of privacy.	D. Deciding upon the scope and limits of privacy. 1. Identifying a procedure for analyzing and evaluating conflicts over privacy and secrecy. a. Identify the person (or group or institution) whose claim to privacy (or secrecy) is at issue. b. If applicable, identify the person (or group or institution) who opposes the claim to privacy. c. Identify other considerations relevant to the conflict. d. Suggest alternative ways of dealing with the conflict, including the recognition or rejection of the rights of the claimant, and determine the benefits and costs of each. e. Choose from among these alternative ways of dealing with the conflict and explain the basis for the choice. 2. Using the procedure to analyze given issues in privacy.	UNIT FOUR - What Should Be the Scope and Limits of Privacy? Lesson Thirteen - Introducing a set of considerations useful in resolving conflicts over privacy. Lesson Fourteen - Introducing the procedure for analyzing and evaluating conflicts over privacy. Lesson Fifteen - Applying the procedure for analyzing and evaluating conflicts over privacy. Lesson sixteen - Applying the procedure for analyzing and evaluating conflicts over privacy: */**/*** NAACP v. Alabama Lesson Seventeen - Applying the procedure for analyzing and evaluating conflicts over privacy: */**/*** Katz v. United States Lesson Eighteen - Applying the procedure for analyzing and evaluating conflicts over privacy: *** Role Play: Public Hearing "Doctor-Patient Privacy in Peril" Lesson Nineteen - Evaluation exercise. Enrichment activities. NOTE: Some lessons have similar objectives. If students have mastered the objectives, teachers may skip lessons and/or substitute other lessons. However, teachers are reminded of the evaluation finding related to the need to provide sufficient quantity of instruction as a means of enhancing the potential of law-related education for improving student behavior.

Student Objectives to be met Skills and Attitudes to be developed	Course Content and Time Allotment	Instructional Resources
Students will be able to Use the appropriate intellectual tools and procedures to analyze given contemporary legal issues. Predict possible legal conflicts which might arise during the student's lifetime, use the appropriate intellectual tools and procedures to analyze the predicted legal conflicts, and take and defend the stand that the student would take on such an issue.	IV. Study of landmark cases, contempary legal issues, and legal issues that are likely to arise in the students' lifetimes. (FOUR WEEKS) NOTE: This study will permit students to further apply the analytic decision-making skills (intellectual tools and procedures) they have learned. Application can be made to specific issues and/or cases related to concepts studied during the course--Justice and Privacy. Students who have taken the junior high school course, Youth and the Law, may also extend their understandings by focusing on concepts studied during that course--Authority and Responsibility. Issues related to other legal concepts such as freedom, diversity, property, participation, etc, may be also studied. The primary objective of this course component is to prepare students to develop and take reasoned positions on legal and civic issues that are likely to influence their lives and our American society.	See NOTE in UNIT ONE for suggestions for instructional resources for this unit.

EVALUATION INSTRUMENTS

for

YOUTH AND THE LAW
Junior High School Elective

and

CRIMINAL AND CIVIL LAW
Senior High School Elective

Prepared by

Ernest Beckett
Mary Bruce Miller

Under the Supervision of

Jack N. Hoar
Consultant, Social Studies
and
Lewis A. Prilliman
Assistant Director, Research and Statistics Service

GENERAL EVALUATION INFORMATION

These evaluation instruments were prepared as an integral component of the trial course application process. The data these evaluation instruments provided were required for the proposed trial courses to be approved as a part of the regular curriculum.

These instruments have continuing value for teachers who wish to evaluate the course they offer. Teachers are encouraged to modify these instruments to meet the specific evaluation design they wish to use.

The evaluation instruments have been reproduced in this guide so that teachers can make copies for student use.

Specific Directions

Pre-Post Test

One test has been developed to be used both as a pre-test and a post-test. (When duplicating this test for student use, please cover the words "pre" or "post" so as to indicate the nature of the test.)

The Pre-Test should be given prior to any instruction in the course. Pre-Tests should be graded by the teacher but answers should not be reviewed with students. The Post-Test may be given as a final examination. Students may grade this examination. Correct test answers are provided as a part of this publication.

The Legal Knowledge Test developed by David Harris and copyrighted by the Oakland Schools Social Studies Department may also be used as a pre-test/post-test in the Criminal and Civil Law course.

Student Questionnaire

A Student Questionnaire should be completed by every student in the course at the completion of instruction. It is recommended that the Student Questionnaire be completed after students have taken the Post-Test.

Teacher Questionnaire

One Teacher Questionnaire should be completed by the teacher near the end of the course. It should be completed prior to having students complete the Post-Test and the Student Questionnaire.

A comparison of student responses on the Student Questionnaire and teacher responses on the Teacher Questionnaire will provide one measure by which to evaluate the effectiveness of the course.

NOTE: The Center of Action Research and The Social Science Education Consortium have prepared other evaluation instruments as a part of the National Law-Related Education Evaluation Project.

YOUTH AND THE LAW/CRIMINAL AND CIVIL LAW

Additional information on evaluation may be obtained from the Office of the Consultant, Social Studies or from the directors of the Evaluation Project.

Dr. Robert Hunter
Center for Action Research
P.O. BOX 3578
Boulder, CO 80303

Dr. Mary Jane Turner
Social Science Education Consortium
855 Broadway
Boulder, CO 80302
(303) 492-8154

YOUTH AND THE LAW
PRE-TEST/POST-TEST

School_____
Student's Name_____Grade____
Class Period_____Date_____
Teacher's Name_____

The following statements deal with understandings in law-related education. Please circle the correct response for each statement: T for true and F for false.

T F 1. A teacher is an example of authority.

T F 2. A police officer making an arrest is an example of power without authority.

T F 3. The size of the person decides whether or not he has authority or power without authority.

T F 4. In order to be a good rule, a rule should be easy to understand.

T F 5. In order to pick a person to fill a position of authority, one would consider his weaknesses as well as his strengths.

T F 6. The only reason we need laws is to put criminals in prison.

T F 7. The Constitution of the United States contains all the laws ever written in the United States.

T F 8. Felonies and misdemeanors are types of crimes.

T F 9. Due process is the final decision in a court case.

T F 10. Rehabilitation is a means of taking revenge against a convicted criminal.

T F 11. If a minor commits a traffic violation, he has to go to the same traffic court as adults.

T F 12. There are costs as well as benefits in fulfilling responsibility.

T F 13. A minor may never be tried in court as an adult.

T F 14. A minor does not have the right to sue in a court of law.

T F 15. There are only juries in criminal cases, never in civil cases.

The following statements deal with a situation where the police suspect you have committed or are committing a crime and they stop you:

T F 16. The police are allowed to frisk you for hidden weapons.

T F 17. They cannot search or frisk you without a search warrant.

T F 18. If you are in a car, they can also search the car without a warrant.

T F 19. None of the above actions can be taken unless you are placed under arrest.

T F 20. Police may search a building if they believe that it contains evidence of a crime that is being committed or has been committed. No search warrant is necessary.

T F 21. If a warrant is obtained for the search of a house, the warrant need state only the general purpose of the search and the entire house may be searched.

T F 22. In the course of a search, under authority of a search warrant and within its scope, any items found may be used as evidence of a crime.

T F 23. A home may be entered by a city employee without a search warrant if that employee is making a routine annual housing inspection.

T F 24. Under current court rulings, the police may wiretap a telephone or "bug" a house for an indefinite period of time provided they have a proper "eavesdrop order."

List the following in their proper order of occurrence, numbering them 1st, 2nd, 3rd, and so on.

25. _____Preliminary hearing
26. _____Bail
27. _____Booking
28. _____Arraignment
29. _____Trial
30. _____Arrest

Under the following court decisions, state the right each person has when arrested.

31. Gideon v. Wainwright _____

32. Escobedo v. Illinois _____

33. Miranda v. Arizona _____

34. In re Gault _____

Complete the following:

35. Define "authority."

YOUTH AND THE LAW
PRE-TEST/POST-TEST ANSWER SHEET*

1.	T	16.	T
2.	F	17.	F
3.	F	18.	T
4.	T	19.	F
5.	T	20.	F
6.	F	21.	T
7.	F	22.	T
8.	T	23.	F
9.	F	24.	F
10.	F	25.	5
11.	F	26.	3
12.	T	27.	2
13.	F	28.	4
14.	F	29.	6
15.	F	30.	1

31. Right to appointed counsel if suspect cannot afford counsel.

32. Right to have a lawyer present during questioning.

33. Suspect must be informed of his rights upon arrest: to remain silent, to have a lawyer present during questioning, to have a court-appointed lawyer if he cannot afford one, to be informed anything he says may be used against him in a court of law.

34. Same as 31, 32, 33. In addition the right to face accuser.

35. Answer should contain following elements:
Legitimate power; institutionalized by society; usually based on custom, law, prevailing principles of morality; traditions, or rules.

* Some answers may change based upon most recent court decisions.

STUDENT QUESTIONNAIRE
for
"YOUTH AND THE LAW"

School_____
Student's Name_____ Grade____
Class Period_____ Date_____
Teacher's Name_____

Reason for Questionnaire An important source of information for evaluating new trial courses is students who have been enrolled in those courses. Since you have been or are currently enrolled in a course entitled "Youth and the Law," we would appreciate knowing how you feel about this course.

Directions for Part A

Items 1-13 are self assessment items about what you have learned in the course. Please circle "I can" or "I cannot" based upon your assessment of what you have learned.

1. I can I cannot define "authority."
2. I can I cannot define "power without authority."
3. I can I cannot differentiate between "authority" and "power without authority."
4. I can I cannot evaluate rules using a specific procedure.
5. I can I cannot use the procedures learned in selecting a person to fill a position of authority.
6. I can I cannot state needs for laws.
7. I can I cannot identify sources of American law.
8. I can I cannot identify types of crimes.
9. I can I cannot describe elements of due process.
10. I can I cannot evaluate arguments for various types of punishment.
11. I can I cannot identify laws and procedures related to minors.
12. I can I cannot classify the costs and benefits of responsibility.
13. I can I cannot use skills developed in the course to defend positions on selected issues.

Directions for Part B

On each line, mark an (X) at the place which best seems to represent your feelings about the course item detailed. The highest possible rating is a 5 and the lowest a 0 with four choices between. To aid you in making your choice, note the three descriptions for each item, the one at the left is the best rating, the one at the right is the poorest rating, and the one between is an average rating.

14. Course objectives

5 4	3 2	1 0
I knew what I was supposed to learn.	I had some idea of what I was supposed to learn.	I didn't know what I was supposed to learn.

15. Organization of course

5 4	3 2	1 0
Course was exceptionally well organized	Course was satisfactorily organized.	Course was poorly organized.

16. Variety in classroom teaching methods and techniques

5 4	3 2	1 0
Class used a wide variety of teaching methods and techniques: lectures, discussion, demonstration, role-playing, simulations visual aids, etc.	Class used several teaching methods and techniques.	Class used one method almost exclusively: all class periods seemed alike.

17. Assignments

5 4	3 2	1 0
Always clear, reasonable, directly related to class topics.	Most often clear, directly related to class topics.	Usually not clear, often unreasonable, with no relationship to class topics.

Directions for Part C

If there are other comments you would like to make about this course, please list them on the back side of this page.

TEACHER QUESTIONNAIRE
for
"YOUTH AND THE LAW"

School _____
Name _____
Number of classes _____
Number of students _____
Date _____

Please indicate your "reactions" to specific components of the course "Youth and the Law."

On each line mark an (X) at the place which best indicates your reaction to the specific item. The following scale will indicate your ratings with 3 being excellent , 2 satisfactory, and 1 unsatisfactory.

Reactions

1. Course guide

Excellent	Satisfactory	Unsatisfactory
3	2	1

2. Course objectives

Excellent	Satisfactory	Unsatisfactory
3	2	1

3. Course organization

Excellent	Satisfactory	Unsatisfactory
3	2	1

4. Classroom techniques

Excellent	Satisfactory	Unsatisfactory
3	2	1

5. Time allotment

Excellent	Satisfactory	Unsatisfactory
3	2	1

6. Teacher resources

Excellent	Satisfactory	Unsatisfactory
3	2	1

7. Student materials

Excellent	Satisfactory	Unsatisfactory
3	2	1

8. Level of student motivation

Excellent	Satisfactory	Unsatisfactory
3	2	1

Please indicate how well your students have met the specific objectives of the course listed below by marking an (X) at the place on the scale which seems to you to represent the students' level of mastery. The highest possible rating for an item being 5 and the lowest being 0.

Objectives

Students will be able to

9. Define "authority."

Highest			Average		Lowest
5	4	3	2	1	0

10. Define "power without authority."

Highest			Average		Lowest
5	4	3	2	1	0

11. Differentiate between "authority" and "power without authority."

Highest			Average		Lowest
5	4	3	2	1	0

12. Evaluate rules using a specific procedure.

Highest			Average		Lowest
5	4	3	2	1	0

13. Use the procedures learned in selecting a person to fill a position of authority.

Highest			Average		Lowest
5	4	3	2	1	0

14. State needs for laws.

Highest			Average		Lowest
5	4	3	2	1	0

15. Identify sources of American law.

Highest			Average		Lowest
5	4	3	2	1	0

16. Identify types of crimes.

Highest			Average		Lowest
5	4	3	2	1	0

17. Describe elements of due process.

Highest			Average		Lowest
5	4	3	2	1	0

18. Evaluate arguments for various types of punishments.

Highest			Average		Lowest
5	4	3	2	1	0

19. Identify laws and procedures related to minors.

Highest			Average		Lowest
5	4	3	2	1	0

20. Classify the costs and benefits of responsibility.

Highest			Average		Lowest
5	4	3	2	1	0

21. Use skills developed to defend reasoned positions on selected issues.

Highest			Average		Lowest
5	4	3	2	1	0

CRIMINAL AND CIVIL LAW
PRE-TEST/POST-TEST

School_____
Student's Name_____ Grade____
Class Period_____ Date_____
Teacher's Name_____

The following statements deal with understandings in law-related education. Please circle the correct response for each statement: T for true and F for false.

T F 1. The Declaration of Independence is one of the sources of individual freedom.

T F 2. A brief of a law case only states the final decision.

T F 3. The three types of justice are executive, legislative, and judicial.

T F 4. Social legislation is classified as an example of corrective justice.

T F 5. Corrective justice is handled entirely by the federal government.

T F 6. Courtroom procedures fall under the jurisdiction of corrective justice.

T F 7. It is agreed by all authorities that the major cause of crime is poverty.

T F 8. The two main categories of crimes are felony and misdemeanor.

T F 9. Civil disputes may be resolved either in or outside of a courtroom.

T F 10. A minor does not have the right to sue in a court of law.

T F 11. A minor may never be tried in a court as an adult.

T F 12. The concept of privacy can never be absolutely defined.

T F 13. All of the consequences of privacy are beneficial.

T F 14. The Supreme Court does not hear cases involving minors.

T F 15. Only defendants involved in serious crimes may demand a jury trial.

The following statements deal with a situation where the police suspect you have committed or are committing a crime and they stop you:

T F 16. The police are allowed to frisk you for hidden weapons.

T F 17. They cannot search or frisk you without a search warrant.

T F 18. If you are in a car, they can also search the car without a warrant.

T F 19. None of the above actions can be taken unless you are placed under arrest.

T F 20. Police may search a building if they believe that it contains evidence of a crime that is being committed or has been committed. No search warrant is necessary.

T F 21. If a warrant is obtained for the search of a house, the warrant need state only the general purpose of the search and the entire house may be searched.

T F 22. In the course of a search, under authority of a search warrant and within its scope, any items found may be used as evidence of a crime.

T F 23. A home may be entered by a city employee without a search warrant if that employee is making a routine annual housing inspection.

T F 24. Under current court rulings, the police may wiretap a telephone or "bug" a house for an indefinite period of time provided they have proper "eavesdrop order."

Complete the following:

What are three types of "justice"?

25. _____

26. _____

27. _____

Number the following in their proper order of occurrence, numbering them 1-for first, 2-for second, etc.

28. _____Preliminary hearing
29. _____Bail
30. _____Booking
31. _____Arraignment
32. _____Trial
33. _____Arrest

Under the following court decisions, state the right each person has when arrested.

34. Gideon v. Wainwright_____
_____

35. Escobedo v. Illinois_____
_____

36. Miranda v. Arizona_____
_____

37. In re Gault_____
_____

Survey information (check one)

I did _____take Youth and the Law in junior high school.
did not_____

CRIMINAL AND CIVIL LAW
PRE-TEST/POST-TEST ANSWER SHEET*

1.	T	13.	F
2.	F	14.	F
3.	F	15.	F
4.	F	16.	T
5.	F	17.	F
6.	F	18.	T
7.	F	19.	F
8.	T	20.	F
9.	T	21.	F
10.	F	22.	T
11.	F	23.	F
12.	T	24.	F

25. Distributive justice

26. Corrective justice

27. Procedural justice

28.	5	31.	4
29.	3	32.	6
30.	2	33.	1

34. The right to appointed counsel if suspect cannot afford counsel.

35. The right to have a lawyer present during questioning.

36. The suspect must be informed of his rights upon arrest: to remain silent, to have a lawyer present during questioning, to have a court-appointed lawyer if he cannot afford one, to be informed anything he says may be used against him in a court of law.

37. Same as 34, 35, 36. In addition the right to face accuser.

* Some answers may change based upon most recent court decision.

STUDENT QUESTIONNAIRE
for
CRIMINAL AND CIVIL LAW

School_____
Student's Name_____ Grade____
Class Period_____ Date_____
Teacher's Name_____

Reason for Questionnaire An important source of information for evaluating courses is students who have been enrolled in those courses. Since you have been or are currently enrolled in the course entitled "Criminal and Civil Law," we would appreciate knowing how you feel about this course.

Directions for Part A

Items 1-14 are self assessment items about what you have learned in the course. Please circle "I can" or "I cannot" based upon your assessment of what you have learned.

1. I can I cannot identify origins of individual freedom.
2. I can I cannot brief a legal case according to the established method/procedure.
3. I can I cannot define "distributive justice."
4. I can I cannot define "corrective justice."
5. I can I cannot define "procedural justice."
6. I can I cannot identify issues of distributive, corrective, and procedural justice.
7. I can I cannot identify causes of crime.
8. I can I cannot distinguish between the categories of crimes.
9. I can I cannot state methods in which civil disputes may be resolved.
10. I can I cannot list legal rights, responsibilities, and limitations of minors.
11. I can I cannot describe due process.
12. I can I cannot identify and describe examples of privacy.
13. I can I cannot classify as costs or benefits some of the consequences that result from a situation involving privacy.
14. I can I cannot take and defend a position on a selected legal issue based upon procedures learned in this class.

Directions for Part B

On each line, mark an (X) at the place which best seems to represent your feelings about the course item detailed. The highest possible rating is a 5 and the lowest a 0 with four choices between. To aid you in making your choice, note the three descriptions for each item, the one at the left is the best rating, the one at the right is the poorest rating, and the one between is an average rating.

15. Course objectives

5 4	3 2	1 0
I knew what I was supposed to learn.	I had some idea of what I was supposed to learn.	I didn't know what I was supposed to learn.

16. Organization of course

5 4	3 2	1 0
Course was exceptionally well organized	Course was satisfactorily organized.	Course was poorly organized.

17. Variety in classroom teaching methods and techniques

5 4	3 2	1 0
Class used a wide variety of teaching methods and techniques: lectures, descussion, demonstration, role-playing, simulations visual aids, etc.	Class used several teaching methods and techniques.	Class used one method almost exclusively: all class periods seemed alike.

18. Assignments

5 4	3 2	1 0
Always clear, reasonable, directly related to class topics.	Most often clear, directly related to class topics.	Usually not clear, often unreasonable, with no relationship to class topics.

Directions for Part C

If there are other comments you would like to make about this course, please list them on the back side of this page.

TEACHER QUESTIONNAIRE
for
"CRIMINAL AND CIVIL LAW"

School _____
Name _____
Number of classes _____
Number of students _____
Date _____

Please indicate your "reactions" to specific components of the course Criminal and Civil Law.

On each line mark an (X) at the place which best indicates your reaction to the specific item. The following scale will indicate your ratings with 3 being excellent, 2 satisfactory, and 1 unsatisfactory.

Reactions

1. Course guide

Excellent	Satisfactory	Unsatisfactory
3	2	1

2. Course objectives

Excellent	Satisfactory	Unsatisfactory
3	2	1

3. Course organization

Excellent	Satisfactory	Unsatisfactory
3	2	1

4. Classroom techniques

Excellent	Satisfactory	Unsatisfactory
3	2	1

5. Time allotment

Excellent	Satisfactory	Unsatisfactory
3	2	1

6. Teacher resources

Excellent	Satisfactory	Unsatisfactory
3	2	1

7. Student materials

Excellent	Satisfactory	Unsatisfactory
3	2	1

8. Level of student motivation

Excellent	Satisfactory	Unsatisfactory
3	2	1

Please indicate how well your students have met the specific objectives of the course listed below by marking an (X) at the place on the scale which seems to you to represent the students' level of mastery. The highest possible rating for an item being 5 and the lowest being 0.

Objectives

Students will be able to

9. Identify origins of individual freedom

Highest			Average		Lowest
5	4	3	2	1	0

10. Brief a legal case according to the established method/procedure.

Highest			Average		Lowest
5	4	3	2	1	0

11. Define "distributive justice."

Highest			Average		Lowest
5	4	3	2	1	0

12. Define "corrective justice."

Highest			Average		Lowest
5	4	3	2	1	0

13. Define "procedural justice."

Highest			Average		Lowest
5	4	3	2	1	0

14. Identify issues of distributive, corrective and procedural justice.

Highest			Average		Lowest
5	4	3	2	1	0

15. Identify causes of crime.

Highest			Average		Lowest
5	4	3	2	1	0

16. Distinguish between the categories of crimes.

Highest			Average		Lowest
5	4	3	2	1	0

17. State methods in which civil disputes may be resolved.

Highest			Average		Lowest
5	4	3	2	1	0

18. List legal rights, responsibilities of minors.

Highest			Average		Lowest
5	4	3	2	1	0

19. Describe elements of due process.

Highest			Average		Lowest
5	4	3	2	1	0

20. Identify and describe examples of privacy.

Highest			Average		Lowest
5	4	3	2	1	0

21. Infer the consequences of privacy and classify them as benefits or costs.

Highest			Average		Lowest
5	4	3	2	1	0

22. Take and defend a position on a selected legal issue.

Highest			Average		Lowest
5	4	3		1	0

LEGAL KNOWLEDGE TEST

This test assesses knowledge of the law presented in Street Law: A Course in Practical law, West Publishing Company, Second Edition, 1980. There are 30 items on the test, 5 from each textbook chapter: Introduction to Law and the Legal System, Criminal and Juvenile Justice, Consumer Law, Family Law, Housing Law, and Individual Rights and Liberties. The Answer Key specifies the chapter from which each item is taken.

FOR MORE INFORMATION ABOUT THIS TEST CONTACT:

David Harris
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054
(313) 858-2004

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ANSWER KEY

LEGAL KNOWLEDGE TEST

Item	Correct	Chapter
1	B	Introduction
2	C	Criminal Law
3	D	Consumer Law
4	A	Family Law
5	D	Housing Law
6	C	Individual Rights
7	B	Introduction
8	A	Criminal Law
9	A	Consumer Law
10	D	Family Law
11	B	Housing Law
12	C	Individual Rights
13	D	Introduction
14	C	Criminal Law
15	B	Consumer Law
16	A	Family Law
17	B	Housing Law
18	C	Individual Rights
19	A	Introduction
20	D	Crminal Law
21	C	Consumer Law
22	A	Family Law
23	D	Housing Law
24	B	Individual Rights
25	A	Introduction
26	A	Criminal Law
27	B	Consumer Law
28	D	Family Law
29	C	Housing Law
30	D	Individual Rights

1. Which of the following is a criminal case?

   A. Joe is injured in Derek's car. He sues Derek to pay his medical bills.

   B. Elaine is arrested for leaving the scene of an automobile accident.

   C. Mrs. Wilson wants to have her daughter's marriage declared invalid. She files for annulment by the court.

   D. Mr. Bricker, a landlord, wants Leonard, a tenant, evicted from his apartment for keeping a dog which was not allowed in the lease.

2. All of the following are included in the Miranda warning except:

   A. the right to have an attorney present during questioning;

   B. the right to remain silent;

   C. the right to be protected from unreasonable search and seizure;

   D. the right to have an attorney appointed if you cannot affort one.

3. Arnold's Autos advertised a new car at a price which is "below dealer cost." When customers arrived they were told that Arnold just ran out of these special cars, but had other fine cars (which were more expensive) for sale. This is an example of:

   A. referral sale

   B. a disclaimer

   C. puffing

   D. bait and switch

4. According to the decisions of the U.S. Supreme Court a state can forbid abortions in cases where:

   A. the woman has been pregnant for seven months;

   B. the father does not consent;

   C. the mother is a minor who has not received consent of a parent;

   D. all of the above.

5. The Wilsons signed a lease to rent an apartment for $350 per month. The rent does not include the cost of utilities which they must also pay. The record of expenses for the previous year shows: Fuel Oil, Heating Bill - $600, Water Bill - $144, Electric Bill - $480. If the utility bills remain the same, what can the Wilsons expect their average monthly cost to be for rent plus utilities?

   A. $102

   B. $1,224

   C. $5,424

   D. $452

6. According to the U.S. Supreme Court, freedom of religion as guaranteed by the Constitution permits:

   A. prayers in public school classrooms;

   B. Mormons to have more than one wife;

   C. Amish children to leave school before age sixteen;

   D. Jehovah's Witnesses to refuse a blood transfusion to save the life of their child.

7. A criminal offense with a penalty of a prison term more than one year is called a:

   A. federal offense

   B. felony

   C. capital crime

   D. misdemeanor

8. In which of the following situations would a warrant be required for a legal search?

   A. A police officer stops a car at night because only one headlight is on. The officer searches the trunk without the driver's consent.

   B. A customs agent opens the suitcases in a car stopped at the U.S. - Canadian border crossing without the driver's consent.

   C. A police officer removes a pistol from the front seat of a car stopped for a routine traffic ticket.

   D. After chasing a speeding car, a police officer arrests and pats down the driver.

9. Which of the following is always necessary for a contract to be legally enforceable?

   A. an offer, acceptance, and mutual agreement;

   B. a written agreement;

   C. lawyer's approval;

   D. at least one witness to the agreement.

10. A state may <u>not</u> prohibit marriage between two people because of their:

   A. health

   B. age

   C. blood relationship

   D. race

11. Under federal law, a landlord may refuse to rent an apartment if:

   A. the renter is a man and the other tenants are women;

   B. the renter has a bad record paying previous rent;

   C. the tenants in the other apartments have signed a petition indicating they don't want Hispanics in their building;

   D. all of the above.

12. According to the U.S. Supreme Court, the Constitutional right to privacy:

    A. prohibits a bank from giving copies of a customer's financial records to federal agents;

    B. prevents parents from inspecting their children's school records;

    C. permits a person to possess obscene movies in one's own home from private use;

    D. allows police officers to wear their hair however they please.

13. Which of the following cases would be tried in federal court?

    A. drunken driving on an interstate highway;

    B. two cars collide and one driver sues the other for hospital bills;

    C. shoplifting;

    D. failure to register for the draft.

14. According to the decisions of the U.S. Supreme Court, juveniles being tried as delinquents are <u>not</u> entitled to:

    A. confront and cross-examine witnesses;

    B. appeal to a higher court;

    C. a trial by jury;

    D. remain silent.

15. Harriet purchases an expensive pair of shoes. The salesperson does not make any promises about the shoes and no written guarantee is provided. If the soles fall off of the shoes after two weeks, she may still be able to get a refund because of the following law:

    A. express warranty;

    B. implied warranty of merchantability;

    C. warranty of fitness for a particular purpose;

    D. warranty of title.

16. Under the law, parents may not require their children to:

    A. get married;

    B. come home by nine o'clock at night;

    C. practice a particular religion;

    D. turn over earnings from a job.

17. A landlord could not legally keep the security deposit for an apartment because:

    A. the tenant's pet stained the carpet;

    B. the walls were faded and needed repainting when the tenant moved out;

    C. the stove and refrigerator were left dirty by the tenant;

    D. a window was accidentally broken by a friend of the tenant's child.

18. Jerry brought a knife to school and pulled it on another student. Under the due process clause of the Fourteenth Amendment, the principal may:

    A. suspend Jerry only after a hearing is held;

    B. expel Jerry without a hearing;

    C. send Jerry home immediately and hold a hearing at a later date;

    D. suspend Jerry only after he is provided an attorney.

19. A precedent is:

    A. an opinion of an appeals court which must be followed by lower courts;

    B. the presiding officer of a court;

    C. someone who files a complaint in court;

    D. a decision reached as a result of plea bargaining.

20. Which of the following are all crimes against property?

A. assault, arson, embezzlement, and robbery;

B. receiving stolen property, burglary, forgery, and homicide;

C. extortion, robbery, battery and larceny;

D. larceny, vandalism, burglary, and unauthorized use of a motor vehicle.

21. If a consumer defaults on a debt, the creditor may not:

A. sue in small claims court;

B. repossess the collateral;

C. hire a debt collector to harass the debtor;

D. obtain a court order for garnishment of wages.

22. Aaron and Lisa have been married for 8 years in a separate property state. During their marriage, Aaron inherited $5,000 worth of stock. In the event of divorce, the stock would:

A. remain Aaron's property;

B. be divided equally between Aaron and Lisa;

C. become community property;

D. automatically become alimony for Lisa.

23. Under the law, a tenant can be evicted for:

A. violating the warranty of habitability;

B. complaining repeatedly to the landlord about the apartment;

C. failing to report housing code violations;

D. not paying the rent on time.

24. The equal protection clause of the Fourteenth Amendment prohibits:

    A. affirmative action programs which recruit members of minority groups for jobs;

    B. separate but equal schools for blacks and whites;

    C. private clubs from excluding blacks;

    D. busing for racial integration of schools.

25. Jesse and Helene used mediation to solve a dispute. This means they:

    A. went to a third person to try to help them agree on a solution;

    B. went to family court;

    C. had a third person hear both sides and make a decision for them;

    D. hired lawyers to negotiate a settlement.

26. If a convict is sentenced to prevent others from committing the same crime, then the purpose of the punishment is:

    A. deterrence

    B. rehabilitation

    C. retribution

    D. incapacitation

27. Money paid for borrowing or using someone else's money is:

    A. insurance

    B. interest

    C. secured credit

    D. property tax

28. A living will:

    A. identifies the executor of an estate before someone's death;

    B. specifies property to be inherited by someone's heirs;

    C. is written by a probate court when someone dies intestate;

    D. specifies what a person wants done in the event that she or he is being kept alive by artificial means.

29. One form of illegal discrimination in selling homes is called redlining, which means:

    A. saying your house is sold when it is not;

    B. real estate agents directing buyers to particular areas because of their ethnic makeup or other reasons;

    C. banks and others refusing to make loans to homebuyers in particular neighborhoods;

    D. refusing to sell to persons who have poor credit ratings.

30. The Constitutional guarantee of free speech protects someone who:

    A. makes statements about a person that are false and damage that person's reputation;

    B. uses fighting words;

    C. shouts "fire" in a crowded theater;

    D. wears a black armband to school as a political protest.